Concordia
UNIVERSITY

ANNUAL REPORT

1992 - 1993

THE LACOLLE CENTRE FOR EDUCATIONAL INNOVATION

LACOLLE COUNCIL MEMBERS

1992 - 1993

Faculty:

Bill Gilsdorf
Jerome Krause

Staff:

Doreen Hutton
Jean Paul Lauly
Beatrice Pearson (Chair)

Students:

Julie Lagarde

Representative to the Vice-Rector:

Angela Wilson-Wright

Director:

Olivia Rovinescu

Secretary:

Diane Moffat

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THE YEAR AT A GLANCE

1992-1993 ACADEMIC YEAR

1. Student Services

a. The Lacolle Centre has implemented 15 workshops. All workshops were very positively evaluated, the average evaluation being 2 (with 1 representing excellent and 5 representing poor). An average of 200 people attended the workshops.

b. All renovation plans have been put on hold until we receive the report from the Review Committee.

c. The residential facility continues to be booked to maximum capacity by faculty, staff and student groups and by the outside community.

2. Academic

The Director was an invited speaker at:

a. Sonoma State University, California (Critical Thinking and Prejudice Reduction)
b. Montclair State College, New Jersey (Critical Thinking and Prejudice Reduction)
c. Chateauguay Regional School Board (Critical and Creative Thinking)
d. Provincial Association of Protestant Teachers (Creative Thinking; Critical Thinking and Reducing Prejudice)
e. Protestant School Board of Greater Montreal (Race Relations)
f. Quebec Federation of Home and Schools (Parenting Across Differences)
g. Montreal Catholic School Commission (Creative Thinking)

3. Planning/Organizing

a. The Literacy Conference attracted over 300 participants. The Conference brought together scholars and practitioners in the field of literacy from all over North America (see article).

b. The Nomad Scientists saw approximately 4,400 people. Of these, close to 1,700 were children. The Nomads presented to children, teens, parents and others in remote communities of St. Paul's River, Lower North Shore of Quebec. A grant from Canada Trust helped the Nomads implement successful workshops at the Lacolle residential facility in Lacolle, Quebec. These included day excursions by the McGill-PSBGM Gifted Summer School Program and selected community-based groups. Close to 230 children have participated in the workshops at the Lacolle Centre

c. Have obtained funds from the Ministry of Multiculturalism and Citizenship to conduct a Consultation on Literacy in the Cultural Communities. The Recommendations document that came out of this Consultation was printed and distributed. An on-going steering committee comprised of members of the cultural communities has been formed as a consequence of this consultation process.

d. Helped organized a three-day Coalition Building Institute in January 1993 with sponsorship from Ministry of Cultural Communities and Immigration, the purpose of which was to bring together community organizations and individuals interested in building bridges with one another. One important element was bringing together police and members of the black community to dialogue with one another (see article enclosed).

e. Worked with the Multicultural/Multiracial Education department of the Protestant School Board of Greater Montreal to develop anti-racist educational training for their teachers and administrators.

f. The Lacolle Centre is involved in a network of organizations interested in collaborating on issues related to coalition building and anti-racist education. Members of the following organizations are participating: City of Montreal, Federation of Black Nurses, Ville Marie Social Services, Jewish Family Services, AKAX, Association of Black Service Workers, Trinidad and Tobago Association.

g. Have organized "Storyboarding" workshop to help the above group come together.

4. ***Research***

a. The Director has continued to develop workshop materials as well as articles and curricular materials in the fields of critical and creative thinking.

b. The Director has completed an article entitled: "Journeys into Difference: The Politics and Pedagogy of Prejudice." This article will appear in the Literacy Conference Proceedings as well as in a publication put out by Mount St. Vincent University in Nova Scotia.

c. The Director has published the following articles on anti-racist education:

"The Combat Process" (*Montreal Serai Magazine*, Spring 1993)
"Clashing Colors" (*Montreal Gazette*, December, 1992)

d. The Director collaborated on a manual for a National Film Board (NFB) film documenting the process of doing an advocacy video (*Crossing Borders*).

e. The Director designed a literacy program with a job training component for use by the Literacy Secretariat, Ministry of Multiculturalism and Citizenship as a follow up to the Consultation Document on Literacy in the Cultural Communities.

f. The Director collaborated on the development of a model for an innovative program that addresses the problem of school drop-outs. The Department of Art Education, the Department of Commerce, the Adult Education Program and the Lacolle Centre will be involved in providing expertise and human resources.

LACOLLE SPONSORED EVENTS

Fall 1992 Schedule

Date	*Workshop*	*Participants*
Sept. 26	Learning to Learn	7
Oct. 10 & 31	Developing Personal Potential	4
Oct. - Nov.	Transformative Theatre	10
Nov. 7	Self Esteem and Your Body	9
Nov. 28	Women and Expressivity	11

Winter 1993 Schedule

Date	*Workshop*	*Participants*
Feb. 2	Fine Tuning Your Interpersonal Skills	12
Feb. 20	Team Building and Staff Motivation	20
Feb. 27	Body Connection	6
Mar. 6	Women, Personal Power and Self Esteem	24
Mar. 13	Reclaiming Your Innter Child	15
Mar. 20	Stress Management	17
Apr. 17	Succeeding in the Job Market	4
Apr. 24	Women and Anger	32
Apr. 30 - May 2	Spring Tune Up: A Weekend Workshop for Women	22
May 15	A Journal Writing Workshop	12

CO-SPONSORED EVENTS

Conference:	International Conference on: "Dimensions of Literacy in a Multicultural Society"
Date:	October 2-3, 1992.
Participants:	300
Co-Sponsors:	Lacolle Centre for Educational Innovation and Adult Education Program

LACOLLE RESIDENTIAL FACILITY BOOKINGS

1992:

Date	*Group*	*Purpose of Visit*
June 6-7	Campus Ministry	Retreat for parents of Loyola Chapel
June 13-14	Athletics Department	Sports Medicine Seminar
June 18-19	Garderie les Petit Caroussel	Retreat for Educators
June 20-21	Tai Kwon do Club	Bi-Annual Retreat
June 27-28	Iranian Students Assoc.	Orientation weekend for members
July 4-6	Margarida Aguar-Eid	Family gathering
July 18	Bangladesh Students Assoc.	Orientation weekend
July 23	Nomad Scientists	McGill Summer Program on environment for children
July 25-26	Engineering/Computer Science Students Assoc. (ECA)	Relaxation/planning weekend
Aug. 1-2	Amnesty International	Planning weekend
Aug. 15-16	Chez Doris Shelter	Retreat for staff
Aug. 17-21	Society for Muslim Unity	Camp for children
Aug. 22 - Sept. 4	Dr. Widden, Biology	Ecology Field Course (Biol 352)
Sept. 5-7	Corporation Culturelle Katubi-Americaine de l'Amitié (COCLA)	Organizing/planning weekend
Sept. 12-13	School of Community and Public Affairs Students' Assoc. (SCPASA)	Annual Orientation and Leadership Conference

Date	*Group*	*Purpose of Visit*
Sept. 17	Art Therapy	Faculty meeting
Sept. 26-27	QPIRG	Training weekend for new members
Oct. 10-11	The Link	Retreat for Staff
Oct. 17-18	Tau Kappa Epsilon Fraternity	Planning/training retreat for new members
Nov. 7-8	Lonergan University College Students Assoc. (LUCSA)	Seminar
Nov. 14-15	Delta Phi Epsilon Sorority	Seminar on future goals
Nov. 21-22	Communication Studies	Political Communication class with Bill Gilsdorf
Dec. 26-27	Jamshid Etezadi, DS & MIS	Family gathering
1993:		
Dec. 30- Jan 1	Education Department	New Year's party
Jan. 3-5	Residences	Winter staff training retreat
Jan. 9-10	International/Ethnic Associations Council	Planning weekend
Jan. 23-24	QPIRG	Training new members
Jan. 30-31	Photography Department Gabor Szilasi	Weekend workshop for course: Phot 310/3
Feb. 5-7	Education Department	Curriculum planning meeting
Feb. 20-22	Armenian Students' Assoc.	Retreat for members
Feb. 25-26	Garderie les Petit Caroussel	Planning retreat for staff
Feb. 27-28	National Union of SGW University Employees	Workshop for leaders

Date	*Group*	*Purpose of Visit*
Mar. 6-7	Concordia Assoc. of Students in English (CASA)	Creative writing weekend
Mar. 26	Painting and Drawing (J.Krause)	Workshop for students
Mar. 27-28	Delta Phi Epsilon Colony	Planning seminar
Apr. 17-18	Art Therapy Department	Faculty meeting
May 1-2	Spring Tune Up: A relaxation weekend for women	Lacolle sponsored workshop
May 8-9	Caribbean Students' Association	Intercultural exchange with Caribbean/African students.
May 23-24	Engineering and Computer Science Assoc. (ECA)	Power transfer meeting
May 28-29	139th Montreal Brownie Troup, Westward District	Weekend camp for brownies

REPORT ON THE NOMAD SCIENTISTS

PRESENTATIONS, LECTURES, WORKSHOPS

The Nomad Scientists have conducted a total of 95 presentations, lectures and workshops to a total of 4,473 participants. The breakdown is as follows:

Population sector	**Total Number of Sessions**	**Total Number of Participants**
Early Childhood playgroups, daycares, co-ops, nurseries	9	439
School Milieu elementary, secondary college, university	56	1462
Community Milieu community groups, associations, libraries, senior citizens	30	2572
Total:	**95**	**4473**

CONFERENCES

The Nomad Scientists have directly or indirectly participated in the following conferences and workshops;

1. ***Dimensions of Literacy*** (October, 1992): Harold Spanier gave a talk to workshop participants on building science awareness in the community with Quebec Home and School.

2. ***Literacy Exchange: St Paul's River, Quebec*** (November, 1992): Harold Spanier and Marion Daigle (Quebec Federation of Home and Schools), spent four days in this community on the Lower North Shore of Quebec. Harold participated in a number of workshops with parents, teachers, health care workers, and others community people. He also met with a

group of teens, and conducted science presentations with elementary school-aged children.

3. ***Quebec Society for the Protection of Birds (QSPB)*** (November, 1992): Presented information and display at the 8th annual meeting at Westmount High School.

4. ***Huntingdon Exchange; Networking for Youth*** (1992-1993): This community project featured science workshops for children in the school setting and evening sessions with parents and others interested in children and teens.

5. ***Quebec Home and School Annual General Meeting*** (April, 1993): The "Hooked on Learning: All Year Round" workshop featured Heather McDowell. She outlined simple but stimulating science experiments for the delegate that would interest children over the long summer holiday.

6. ***Citizen Empowerment: A National Conference*** (May, 1993): Heather McDowell and Bill Novak (both Concordia University Alumni), attended a series of workshops held at McGill, concerned with the rapid pace of scientific and technological change and the impact on social systems.

FUTURE DEVELOPMENTS AND INITIATIVES

1. ***Lacolle Science Field Trips:*** Programming emphasis will be placed on training the "trainer" in the natural sciences; workshops at the Lacolle site for motivated and interested people. The Nomads are continuing fund development to ensure viable funding for school-based projects. The Nomads are negotiating with several bus companies for rate reductions for transporting school groups.

2. ***Youtheatre and the Nomad Scientists:*** Since October 1992, Youtheatre and the Nomad Scientists are collaborating in the research, development writing, and production of an original and innovative blend of science and theatre. For the past 25 years, Youtheatre has been committed to exploring contemporary social issues through new forms of theatrical expression. Nomads are actively involved in discovering new ways to make science come to life. As a result of this unique collaboration, this project will be more than a simple technological interaction, and more than simply the viewing of a static museum exhibit. This project will use the powerful and mobilizing effect of live theatre to realize the scientific and technological realities that effect us all.

3. ***Science Book and Magazine Drives:*** In collaboration with Quebec Home and School local associations, community groups, and libraries, the Nomads continue to receive children's science books and magazines. These books and magazine are sent to areas in Quebec where there is a shortage of reading material in the community. The Nomads have signed an agreement with **Canada Post Corporation**, to provide a slight reduction in shipping costs, for example, to the Gaspé and the Lower North Shore regions of Quebec. These benefits will be shared with other partners.

NEWSPAPER ARTICLES

After reading, 'riting, educator says pupils must learn to think

ALAN HUSTAK
THE GAZETTE

"The problem today is not that Johnny can't read; the problem is that Johnny can't reason," says Danny Weil, a U.S. specialist on critical thinking.

Weil, a director at Sonoma State University's Centre for Critical Thinking and Moral Critique in Rohnert Park, Calif., is one of about 60 speakers attending a weekend seminar in Montreal on the Dimensions of Literacy in a Multicultural Society.

More than 300 people from Canada and the U.S. have registered for the three-day conference being held at Concordia University.

"School is not a home for the mind," Weil told one workshop.

"School is not set up to encourage critical thinking.

"School is designed to make people better competitors, better acquirers, better accumulators, and better lever-pullers. It does not, however, teach us how to better compare, to evaluate, to analyze and synthesize what we learn."

Teaches only Western viewpoint

According to Weil much of the current tension in North America is the result of Eurocentric instruction, that is, teaching which excludes, among other things, an appreciation of the black, aboriginal or Oriental experience.

"We're presented with a Western point of view, and that's it," he said.

"Assumption is the beginning of all reason, and most of our assumptions about other cultures are wrong. We all have to ask ourselves, 'where do our beliefs come from?'

"We must learn to reason within diverse points of view. We have to start thinking about the way we are thinking to make our way of thinking better."

One of the conference organizers, Riva Heft, director of Concordia's Adult Education Program, said one aim of the get-together is to demonstrate that literacy is not just a question of reading and writing.

"It is not enough only to read about issues that confront us today," she said. "We have to be able to think critically about the things we read. That is another kind of literacy that has become critical if we are to participate in society."

Another objective of the convention is to make people aware that certain segments of society are disadvantaged when it comes to literacy. Proficiency is often governed by a person's social class, race and gender, Heft said. □

Anti-racist education needed

Fostering literacy not 'end in itself': Rovinescu

by Carol Krenz

Two interesting looks at prejudicial thinking and how literacy affects the rational mind were offered last month at a conference titled *The Dimensions of Literacy In A Multicultural Society.*

Kim Sawchuk, a professor at the Centre for Community and Ethnic Studies, presented a paper titled "Representations of Gender and Race across Several Media," which focused on the CBC's *Conspiracy of Silence* — a treatment of Lisa Priest's journalistic account of the racially- and gender-motivated murder of a native woman in The Pas, Manitoba in 1971.

The crime, which was at the core of an entire town's cover-up and subsequent provincial inquiry, gained national media attention in 1987.

It is not only the facts themselves that Sawchuk seeks to come to terms with, but the way in which issues of sexism and racism are represented by various media, such as news stories, the Manitoba inquiry, sections from Priest's book and the docudrama itself. Sawchuk asked: "What kind of media and historical literacy do we need to understand a show like *Conspiracy of Silence*, intellectually and emotionally?"

After viewing violent excerpts from the TV movie, the small group of 10 discussed their reactions to the images as well as how they felt they had been manipulated into reacting the way they did.

Olivia Rovinescu, director of the Lacolle Centre for Educational Innovation, presented her paper, "Critical thinking and

See LITERACY page 22

Gerry Weiner, Minister of Multiculturalism and Citizenship, participated in the conference linking literacy and multiculturalism.

Conference 'forward-thinking'

Last month's conference on literacy was an anticipated success, organizers said, thanks to the topical issues on the agenda.

The three-day conference, which was hosted by Concordia, attracted 75 presenters and 270 participants representing a wide range of literacy issues, from professional literacy teaching and media representation to the role of critical thinking in society.

"The event was much more forward-thinking than we'd expected," explained Riva Heft, conference organizer and Director of Concordia's Adult Education Programme. "We're hoping to continue the dialogue on literacy through various activities during the year — the networking alone for different community projects made it extremely valuable."

The idea for the conference came to both Heft and Olivia Rovinescu, Director of the Lacolle Centre, during the International Year of Literacy in 1990.

"We both felt Concordia should get involved in this sort of thing and bring in the community to the University," Heft said, "so we printed an informal call for papers in 1991 and the response, especially from the native communities, was terrific. Outside groups from both Canada and the U.S. wanted to participate. The only down side was from within Concordia itself; we received only three proposals."

In plain terms, the matter of functional illiteracy in Canada is serious. Statistics Canada's figures for 1991 show a rate of 25 per cent which, according to Heft, "is unacceptable for an industrialized country."

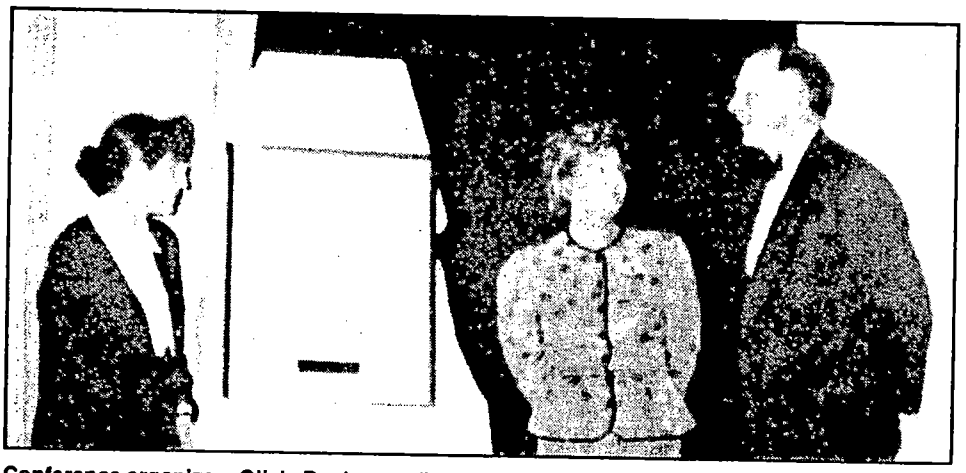
Concordia proposed the conference as a Montréal 350th birthday project and, once accepted, received funding from the Ministry of Multiculturalism and Citizenship and seven other sponsors.

Key speakers at the plenaries included Serge Wagner, Université du Québec à Montréal, Glenda Simms, President, Canadian Advisory Council on the Status of Women and Henry Giroux, Director, Center for Educational and Cultural Studies, Oxford, Ohio, who summed up the issues of illiteracy with a call toward serious examination of society's entire structures.

"Literacy is not just about reading and language — it's also about a society's functional, political and ethical terms," Giroux stressed.

In his welcome address, Concordia Rector Patrick Kenniff said the University's major role in promoting such conferences is laudible in view of the fact that Concordia's "mission is to focus on a diverse community of schools within an urban environment," and he urged participants to re-think their approach in dealing with the challenges of literacy within a multicultural society.

—Carol Krenz



Conference organizers Olivia Rovinescu (left) and Riva Heft present Rector Patrick Kenniff with a rendering of Canada Post's official symbol to promote literacy.

prejudice reduction: A case study," which examines a letter to the editor by a police station director in response to a *Gazette* column this winter by black writer Clifton Ruggles describing an incident that grew ugly as a result of a parking dispute he had with a woman.

According to Ruggles, the behaviour of the woman and of the police was racially-motivated.

In a point-by-point dissection of both the columnist's and police director's account of the same events, Rovinescu observed how prejudice is a form of cultural conditioning, a safe point of reference to self and a form of common bonding.

Rovinescu moves from this isolated incident to a broader view of world thinking on critical analysis, observing that fostering literacy is not an end in itself, especially if that literacy is tainted with prejudicial thinking.

She appealed for anti-racist education through exposure to diversity, calling on educators to develop newer skills that would provide individuals with better tools for intellectual critique, assessment, organization of thought and most important — active critical listening.

IS WEEK

TUESDAY

m on menopause: A two-oth program about s rs tonight and Wednes-20 p.m. on The Journal. The ines both the medical and al pects of menopause and women's stories of their riences. The program will be CBC-6 (Cable 13).

men's dinner: The Mon-er Women's Network is hold-month's dinner meeting at t ançois et Fils in Com-a ns. The evening begins n. and the topic is Women at aturing guest-speaker Eliza-b vice-president (corpo-e oyal Bank. Please fax to for reservations.

abelle's novel looks at roblems in workplace.

u : Rachelle Labelle's Recourse, about women's the workplace, is being e Double Hook Book A reene Ave. in West-event takes place from 6 o 932-5093.

WEDNESDAY

l nce: An information ting violence, with eaker Jack Todd, takes on at Champlain College, J rive, St. Lambert, as a o To Dating Violence ng spread by students all o information, call 672-0

Slide presentation: A free slide and sound show by Shirley Chinneck, on the Great Northern Arts Festival, Inuvik, N.W.T., and slides of the eastern Arctic by Helen Webster will be shown at the Arts Club, 1840 Sherbrooke St. W. Call 937-0956 or 933-6405.

Phyllis Lambert speaks: Architect and founding director of the Canadian Centre for Architecture, Phyllis Lambert, is the guest speaker at today's luncheon of the Association des Femmes d'Affaires du Québec. The luncheon will be held at the Hotel Inter-Continental, 360 St. Antoine St. W., beginning at 11:45 a.m. For reservations, call 845-4281.

Phyllis Lambert will speak at businesswomen's lunch.

THURSDAY

Radio book review: Stanley Asher reviews Touching Evil, by Norma Rosen, on his radio program, Books on Jewish Themes. The show airs on CKUT-FM, 90.3 at 6:30 p.m.

The Guid Sisters: A Scottish version of Michel Tremblay's late-'60s success Les Belles Soeurs, titled The Guid Sisters, will be performed by Glasgow's Tron Theatre Company at the Centaur Theatre, 453 St. François Xavier St. The play opens tonight at 8 and continues until Oct. 25. Call 288-3161 for ticket information.

FRIDAY

Literacy and multiculturalism: Glenda Simms, president of the Canadian Advisory Council on the Status of Women, will speak on the topic Affirmation and Empowerment in a Multicultural Society as part of a conference

Glenda Simms: featured speaker at conference on literacy.

called Dimensions of Literacy in a Multicultural Society. The three-day conference, being held at Concordia University's Hall Building, 1455 De Maisonneuve Blvd. W., begins today and continues all day Saturday and Sunday.

Among the many other session topics will be A Case Study in Gender Representation Across Several Media, with Kim Sawchuk. Cost is $110 for the three days, or $35 for students and volunteer workers (with proof). Phone Gems Conference and Consulting Services at 485-0855 for information and registration.

SATURDAY

Michelle Wright: Award-winning Canadian country singer Michelle Wright performs a one-woman television special at 8 p.m. The program, titled Michelle, airs on CBC-6 (Cable 13). See this week's highlight for details.

Personal power: A workshop with professional speaker and educator Margaret Villazan on Reclaiming Your Personal Power runs from 9:30 a.m. to 4:30 p.m. at 37 Burton Ave. in Westmount. Cost is $45. Call 483-1095 for information and registration.

Playshop: A two-day session designed for Healing the Child Within is conducted by Nancy Fallon, a licensed minister who draws upon the teachings of Seth, John Bradshaw, Joseph Campbell, Transactional Analysis, her upbringing in the mountains of Vermont, and more. The playshop will be held at the Townhouse Centre, 1974 de Maisonneuve Blvd. W. Cost is $90 for non-members and $75 for members of the Spiritual Science Fellowship, PO Box 145, Station H, Montreal H3G 2N3. Or call 937-8359 between 1 and 7 p.m. for more information.

SUNDAY

Library open house: The Boys and Girls Library, 6645 Darlington Ave., is having an open house from 1:30 to 3:30 p.m. The library continues to sustain its philosophy of multiculturalism, established at the opening of the library in 1947 with the cutting of the ribbon by three children from different ethnic groups. Donations are appreciated. Phone 733-7589 for information.

Lupus conference: A free conference on lupus with speaker Dr. Jean-Luc Senécal is being given by the Lupus Society of Quebec. The conference takes place in the amphitheatre of the Notre Dame Hospital at 1:30 p.m. Call 849-0955 for details.

Walk-a-thon: Epoc Montreal, a non-profit organization that offers office-work training to dropouts, is holding a walk-a-thon at Parc Maisonneuve. The event, Epoc's only fundraising activity, begins at 1 p.m., but participants are asked to be there for 12:30 to register. Phone 877-7810 for more information.

COURSES

Personal potential: An experimental workshop titled Developing Personal Potential is being offered by Concordia University's Lacolle Centre for Educational Innovation. A combination of exploration, theory and exercises will be used to help participants understand the value of goal-setting. The workshop is available in two formats: seven sessions of 2½ hours each on Tuesdays, beginning Oct. 13, or two Saturday sessions of six hours each, on Oct. 10 and 31. Call 848-4955 for cost information and to register.

Creativity workshop: The Lacolle Centre for Educational Innovation is offering an eight-week Transformative Theatre workshop for women. Two sections are available, one on Tuesdays beginning Oct. 13 and one on Thursdays beginning Oct. 15. Each group meets at 6:30 p.m. for three hours. Cost is $250 and advance registration is required. Call 848-4955 or 271-8577 to register. Arts or theatre experience is not necessary.

By Andrea Shepherd

Send your calendar information to Woman News Calendar, The Gazette, 250 St. Antoine St. W., Montreal H2Y 3R7. Or send a fax to 987-2399.

Language laws can hurt illiterate youth

Many English speakers are trapped in French schools until they turn 18

CLIFTON RUGGLES
PERSPECTIVE

Darryl sat in front of me, his enormous hands clasped tightly, head lowered, staring intently at the high school application form in front of him.

He remained motionless for almost ten minutes. His younger sister sat next to him. She had already filled out her application form and was fidgeting nervously.

Eventually she leaned over Darryl's shoulder and began to read the instructions slowly to him. He mumbled a response. She picked up his pen and put it in his hand. He shook his head vigorously and gave the pen back to her. She bagan filling out his application form.

After the interview, she approached anxiously: "If you can only take one of us, please take my brother, he needs it more than me."

Unfortunately, we were not able to take either one of them because of their ineligibility under Quebec language legislation which states that new immigrants must be educated in French only.

Darryl had already spent three years in the French school system but was not able to read or write in either English or French. He came to our school looking for an opportunity to become literate at least in his mother tongue — English.

I wanted to help Darryl but I was powerless to do so. Imagine my distress when I learned that Darryl had bought a gun and had joined a gang. The chance of Darryl's photo appearing in a police file appears greater than it does of appearing in a graduation album.

Darryl represents a growing number of students who are dropping out of French schools and who are looking for ways to gain some basic literacy skills. They are legally trapped until they turn 18 and are eligible to enrol in adult education programs.

But what do they do in the meantime?

Jack's battle with literacy was of a different nature. He grew up in a household of academics, which isn't easy for any kid. You're expected to excel at everything — particularly reading and writing. But what if by some fluke of nature, you simply can't master the written word?

Everytime Jack looked at the page, the words seemed to be swimming. His eyes saw what they wanted to see and not what was on that page.

What Jack didn't know was that he had a learning disability know as dyslexia that prevented him from learning how to read and write in the same way the rest of his classmates did.

"I always felt people were thinking, 'your parents are so bright, what happened to you,' " Jack recalls.

In time he realized that his learning problems had nothing to do with lack of intelligence. But, unfortunately, intelligence is measured by one's ability to read and write.

When Jack went to school, people didn't know much about dyslexia. Consequently, Jack's teachers — as well as his parents — accused him of being lazy.

Jack says he wanted them to think he wasn't applying himself. It was easier than letting them know that he had tried but had failed.

In order to cover up his inability to read, Jack had to learn how to manipulate the world around him.

He avoided going to restaurants where he'd have to read the menu. He avoided going to new places where he'd have to read a map.

Jack could razzle-dazzle people with his amazing memory and his ability to discuss almost any subject. No one suspected he lived in a world that could be as bewildering as living in a foreign country and not speaking the language.

In time Jack accepted that he was, to use the new jargon, "differently abled" — but not before the years of shame and frustration exacted their toll.

Drugs and alcohol helped him escape from the constant reminder that he was "different." But eventually he had to confront his demons and come to terms with them — or perish.

With the help of rehabilitation Jack was able to overcome his substance dependences and began learning how to accept himself.

With today's technology, people with learning disabilities like Jack's can be taught how to read and write. I know a person who suffers from dyslexia, albeit in a milder form than Jack's, who became a university professor and the editor of an academic journal.

There are many people who are not as literate as they might but there are many reasons why they do not seek assistance.

Literacy is a complex issue that has educational, social, economic and psychological implications. It is the subject of a conference at Concordia University October 2 to 4.

What's different about this conference is that it attempts to broaden the manner in which literacy is conceived by extending the dialogue to include discussions about such issues as native and multicultural literacy, and seniors and literacy.

Registration information can be obtained by calling Gems conference and consulting services at 485-0855.

When police and minorities meet, issues are not

BLACK & WHITE

Feb 6, 1993

CLIFTON RUGGLES
SPECIAL TO THE GAZETTE

They came with mixed emotions. Some were apprehensive, others suspicious and cynical. There were those who were downright frustrated, but still willing to try new methods for dealing with old problems.

As a result, the air was electric.

For three days, from Jan. 26 to 28, representatives of the Montreal Urban Community police force, the black community, three levels of government and other institutions attended a seminar on how to build bridges between groups. It was organized by the Trinidad and Tobago Association, the Quebec department of immigration and cultural communities and the Lacolle Centre for Educational Innovation of Concordia University.

Cherie Brown, director of the National Coalition Building Institute of Washington, D.C., and five of her colleagues from the Toronto chapter of NCBI conducted the seminar which tried to teach this diverse group of people how to communicate across their differences.

They came, young and old, of different backgrounds, different classes and different ethnic groups, seeking new ways to combat an old enemy – racism. The one thing we had in common was the hope that building these bridges across social, political and cultural borders would lead to social change.

Some younger members of the black community were angry, impatient and skeptical. They wanted change and they wanted it now. I saw myself 20 years ago and understood their anguish and their defiance. We, too, were determined to make change happen.

The older members of the black community came too – battle-worn, scarred by years of oppression, they were seeking to revitalize that fighting spirit and willing to learn new ways to communicate.

Depth of our pain

Painstakingly, we groped to find the words that best expressed our point of view, hoping this would help transform others' perspectives. We expressed the depth of our pain and in so doing discovered that it was not dissimilar to the pain of others. We were all moved by the commonalty of our humanity and it was this realization which bonded us and enabled us to work through some of the difficult issues.

Brown's approach was to teach people the bridge-building skills which pull them closer through listening and realizing that similarities exist even when conflicting views are expressed.

It was important that we examined discrimination in a larger context that included not only racism, but also anti-Semitism, sexism, homophobia, age and disability discrimination. By learning how different groups experience maltreatment, we began to understand in a profound way the personal effect of discrimination.

We learned that if one does not forgive, one continues to hate. And the hate poisons one's life. To end oppression, we must seek out the humanity in those who are hurting and in those who are causing the pain.

In personal narratives or "speakouts," as Brown referred to them, we heard an Oriental woman express her feelings of invisibility. A young black woman expressed the rage she felt in high school when she was told the reason she was never chosen for parts in plays was because she was black. She told us how this experience stripped her of her self-esteem and her confidence.

Another woman related what it was like being the child of Holocaust survivors and the fear with which she approached every day of her life, trusting nothing to remain the same, expecting her whole world to cave in at any time.

A gay man described the painful experience of being victimized and the feelings of powerlessness that evoked. One woman talked about her experiences of poverty, trying to raise her children as a single mother. She told of the insensitive treatment she received at the hands of social workers who made her feel inadequate because she was poor. Eyes filled with tears, she shouted: "I want to know who put a price tag on loving your children?"

The director of a police station related how as a young boy he had been beaten up by a group of black youths and how he had to overcome his prejudices through education.

One member of the group said she hadn't been conscious of the burden black leaders carry and the toll this hopelessness extracts.

You can't build bridges until you understand someone else's pain as well as our own. You have to personalize pain in order to activate the need for change.

We walked away with a renewed commitment to work together. We agreed that never again would we tolerate oppression in any form.

For three days we looked at issues confronting our community – harassment of blacks by police, black solidarity, black leadership and support, how to empower our youth to have hope, the importance of education, the fragmentation of the black family, violence and social change, hierarchies of oppression, understanding the effects of internalized oppression, how to engage the whole community to become involved in the process of social change.

When Yvon Labelle, director of MUC police Station 24 in Little Burgundy was asked how he felt walking into this workshop, where tensions between blacks and police were so prevalent, he said he knew what he was getting into. "As soon as we walked in, we knew that we were the agenda. These things have to be resolved."

"There is a common goal in the hearts of everyone," he said. "People may have opposing views, this is natural, but everyone wants to make it a better society.

"Dialogue helps to break barriers. My goal now is to help share this vision with the police officers at my station. We are going to be holding meetings with the community in order for the community to understand us and so that we can understand the community. Some of the techniques used here might be very effective in getting us to talk to each other."

Talking with Labelle, seeing him as a human being, struggling with an extremely difficult job, was informative. He ceased to be the faceless enemy and became a person.

As Russian philosopher Nikolai Berdyaev said, you can only make war on objects, not on subjects. Relating on this subjective level, in this informal setting where we broke bread together and attempted to communicate our positions, was tremendously important in the understanding of each other's perspectives.

A powerful moment came when two individuals, with very polarized perspectives on how the black community should deal with the police, enacted a discussion in front of the group. They each made an attempt to listen to the other, repeating many of the points the other had raised.

Despite their efforts to listen and be as accurate about what the other was saying as possible, each left out significant information that helped explain the other's point of view. This demonstrated the extent to which we tend to hear what we want to hear in an argument and leave out or minimize information that we don't agree with or are not comfortable with.

Breaking interpersonal barriers is important, but ultimately we've got to break institutional barriers. Racism is a systemic problem. What needs to be changed are the relations of power.

The reality of the matter is that we do not hold power equally. We may have been empowered by this experience, but it is important to keep in mind that empowerment is more than a psychological condition. It is also social, political and economic.

Individual police officers may be very open to change, but the force as a collective still retains all the power. Negotiating implies that both sides have equal power, when in reality they do not. We have to find ways of altering these power relations.

Singing seen as inappropriate

But the question remains: is it realistic to suppose we can use the master's tools to dismantle the master's house?

Some members of the black community felt it was inappropriate to be shown singing and holding hands with the police so soon after the incident in which a black man, Trevor Kelly, was shot and killed by a police officer.

Perhaps the sing-a-long was staged for the media in the hope it would convey a positive message to the public.

Yet for some it downplayed the pain and the outrage the black community is feeling and it gave the erroneous impression that relations between blacks and police are more amicable than they actually are.

Similarly, the police were not ready to be portrayed singing together as if the problems of racism have been resolved – because the problems have not been resolved.

The session, however, may be seen as a first step in a very long and difficult journey. And, as the adage goes, a journey of a thousand miles begins with a single step.

■ *Clifton Ruggles is a columnist for the West End edition of* The Gazette *and teaches for the Protestant School Board of Greater Montreal and Concordia University.*

From Access to Information

Workshops on tolerance

As part of an ongoing effort on the part of the Black community and various levels of governments to assist in the harmonious integration of Black people into

Quebec society the Federation of Organizations of Trinidad and Tobago of Quebec (FOTTQ) invited Cherie Brown, from the National Coalition Building Institute in Washington D.C., to conduct a leadership workshop in Montreal.

The three day session was co-sponsored by the Montreal Urban Community, The Ministry of Cultural Communities and Immigration and the Lacolle Centre of Concordia University.

Brown, an experienced trainer in prejudice reduction founded the Institute in 1984. And her workshops are geared towards helping individuals and communities heal old wounds caused by racism, soothe inter-group tensions and build bridges across cultural lines.

She has been in the business for the past 20 years. And the tools provided by these workshops helped participants become better listeners and learn to recognize and be sensitive to each others' pain.

The participants also learned leadership skills, and how to defuse conflict and persuade people to become involved in the bridge building process.

We hope that these workshops would foster a sense of hope, harmony and inspiration to the community in the face of, what might seem to be, an otherwise hopeless situation.

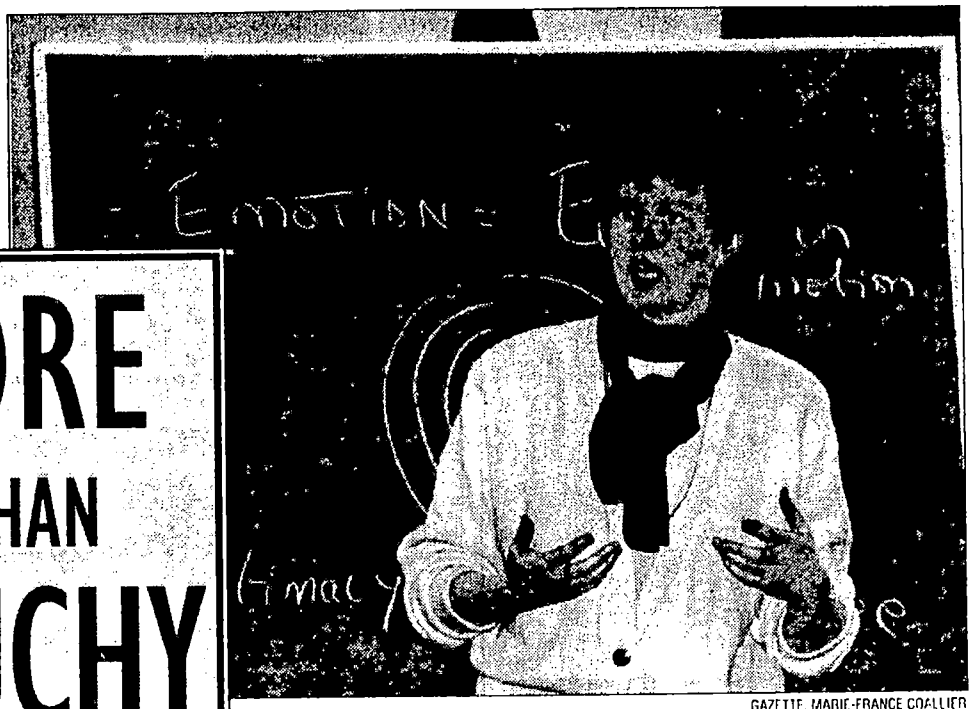
We, at FOTTQ, look forward to developing partnerships within the Black community and also with other cultural community groups. We believe, through communication we will be able to break down barriers, and find ways to improve relations.

Cecil Alfred head of the FOTTQ acknowledges the commitment showed by the participants during the three day workshop,

Together we aspire, together we achieve.

HELENA KATZ
SPECIAL TO THE GAZETTE

MORE THAN TOUCHY -FEELY



GAZETTE, MARIE-FRANCE COALLIER

Margaret Villazan's course on the "inner child" is one of about 30 at Lacolle Centre.

Six years ago, Margaret Villazan went through a crisis and began experiencing severe anxiety. To help herself deal with it, she started reading about personal potential, personal growth and positive thinking.

After seeing the changes in herself she became keen to share the ideas she had learned. So she approached the Lacolle Centre for Educational Innovation at Concordia University's Loyola Campus about developing and leading a workshop.

For the past three years she has been giving workshops on positive thinking and another called Reclaiming Your Inner Child.

Director Olivia Rovinescu says the Lacolle Centre's accessibility makes it one of a kind in Canada.

"It's a place at Concordia where people can experiment with ideas," Rovinescu said in a recent interview. "Anybody, anywhere, from any walk of life with an idea can bring in their projects and they can be actualized."

The one-day workshops, usually held on Saturdays, offer both personal and professional development on topics like self-esteem, creativity, conflict, managing change, stress and women as leaders.

The more innovative workshops seem to draw a larger crowd, Rovinescu said. A workshop on humor and stress was very popular because "usually when it's a different slant on a topic people get interested in it."

But what sometimes seems like a good idea can fall flat because potential participants are too busy to attend, Rovinescu admitted. "A few years ago we had a workshop on the sandwich generation (people in their 40s and 50s caring for aging parents as well as children). We thought we'd have lots of people but only 10 signed up."

They lowered the fee thinking that might be the problem. "It turned out that they're sandwiched in by their many responsibilities, so they didn't have time to take a workshop."

The public also seems more interested in workshops teaching job-related skills rather than personal development, she observed.

While interest in personal growth has waned since its inception in the 1970s, elements of it have become commonly accepted.

"Interest is no more on the touchy-feely workshop but how it relates to skills development. People are not as open to intimate workshops as they were in the '60s," Rovinescu said.

Founded in 1972, the Lacolle Centre was initially part of Loyola College before it merged with Concordia. A $50,000 grant from the J.W. McConnell Foundation enabled the centre to buy and open a house off-campus as a retreat for students. Although some weekend courses are still held at the 150-year-old farmhouse in Lacolle, most are now held at the university.

The centre has grown considerably in the past few years. When Rovinescu became director in 1985, only about three workshops were held a year. Today, about 30 are held annually with a total of about 200 participants. "Every year we build on things and try to improve what we do."

This means trying to devise innovative workshops and programs to offer, and led to the creation of the centre's outreach program.

Eight years ago, Steven Rosenstein approached Rovinescu about developing a program to increase environmental and scientific awareness among children.

Today the Nomad Scientists, an outreach program which visits schools and communities around the province, is an important part of the Lacolle Centre.

"Initially we were very school based," co-founder Harold Spanier said. "But now we involve community members to make a lasting contribution. It's no longer enough to concentrate on the schools."

To this end, the Nomad Scientists not only make presentations each year to 1,300 children aged 3 and up, but also to about 4,500 community members.

Spanier and colleague Heather McDowell recently attended a family evening in Huntingdon. After doing a science demonstration for the children, Spanier and McDowell circulated among the parents to talk about the possibility of establishing science and environmental awareness programs in their community.

They have published two books: Link Science, and Explore and Discover, and recently performed at Centaur Theatre's Saturday morning children's series. Two years ago *The Gazette* recognized the program for "an innovative approach for promoting environmental awareness in children."

A recent grant from Canada Trust will enable them to take Montreal-area children to Lacolle for day trips or overnight environmental-awareness sessions.

Working with community groups to provide leadership training is also a part of the centre's mandate, Rovinescu said.

In collaboration with the National Coalition-Building Institute in Washington and the Trinidad and Tobago Association in Montreal, the centre recently organized a session to get the black community to look at leadership.

"We work in partnership with other groups," Rovinescu said.

This partnership with the community not only allows people like Margaret Villazan and Steven Rosenstein to develop and share their ideas with others, it also gives Montrealers access to innovative workshops and programs.

How to talk to your 'inner child'

Quiet sobs punctuated the silence of the workshop as participants bent over their work. Writing a letter to your inner child can be a wrenching affair.

Workshop leader Margaret Villazan had just finished explaining that an "inner child" is inside each person.

"It's the feeling, emotional, creative, playful side of us," she told them. "The critical self grows as we get older and drowns out our inner child."

Her workshop, Reclaiming Your Inner Child, teaches participants to start communicating with that inner child.

The first step, she told the 11 women and three men who recently participated in a Saturday session, is to write a letter to their inner child.

For most participants, their letters started with an apology to their inner child for neglecting its needs over the years. Then they asked their inner child what it wanted them to do to make up for the neglect.

Having established dialogue with the inner child, Villazan spent the rest of the day doing exercises to encourage participants to continue it.

One of the most awkward exercises involved writing with the nondominant hand. Villazan instructed participants to start writing a letter to their inner child with their dominant hand and then switch to their non-dominant hand.

"The idea is to ask a question, such as 'How are you feeling today?' with your dominant hand and let your inner child talk back to you with your non-dominant hand."

A part of nurturing the inner child involves "letting go of the critical parent – the inner voice which criticizes us," Villazan said.

Participants then wrote a letter to themselves saying everything they didn't like about themselves. "It's like self-hatred," a young woman commented later.

The workshop ended with meditation in which participants visualized interacting with their inner child.

Villazan encouraged participants to do the workshop exercises at home and continue the inner dialogue which they had begun.

– Helena Katz

Creative JOURNEYS

Ann Scofield helps women find ways to get in touch with their hidden power

CHERYL CORNACCHIA
THE GAZETTE

PHOTO BY DAVID IRVING

Ann Scofield says that by sharing with others at her workshops, women are empowered.

Ann Scofield runs her hand through her hair, throws her head back and begins to strut. She has thrust out her midriff so it appears she has a massive beer belly. Her voice has become angry and accusatory.

She lauches into a tirade: "I really can't stand you women. I really can't stand you women because you're stupid. I can't stand you women because you sneak around. I can't stand you women . . ."

Welcome to the world of transformative theatre, the world of Ann Scofield.

On a sunny March afternoon, Scofield, 49, repeated "all those internalized messages about why women should be hated" and re-created in her living room a scene that had been acted out by a participant in a transformative-theatre workshop last fall.

"The woman wanted to bring out the 'dictator' who lives inside her," Scofield remembered.

"She said, 'He's a real jerk but I'd like to give expression to this character.' She stuffed clothes under her shirt to create a beer belly, then began, in a voice full of belligerence, to confront the other women with her own internalized misogyny."

The woman in the workshop began acting the part of a man-hater. She taunted the seven women in the group, who were sitting around her in a semi-circle. They fought back, challenging each of "his" verbal attacks and eventually calling "him" a misogynist jerk. But "he" remained arrogant.

"Then, during a lull, one woman said 'How can I help you?' " Scofield recalled. "It really surprised me. And 'he' became speechless. He lost all his energy."

It was the kind of moment cherished by Scofield, a warm, engaging single woman with about 30 years in the theatre business.

She said that the man-hater "gave us an important image, a picture to work with." And in the process, the woman playing him got in touch with her "dictator." She learned that if there was nothing to fight against, if he was met with empathy, he lost his anger. Later, other members of the group also improvised in roles as aggressive or arrogant characters.

Transformative theatre is Scofield's baby, a concept she developed after teaching theatre and working as a director or artistic director in Vermont, New York City, Wales, Nicaragua and New Mexico. She received her formal training at Antioch College in Yellow Springs, Ohio, graduating in 1964. Until the early '70s she acted in and around the San Francisco area.

The idea was born out of a project she began for women in the arts in the late '80s called the Kitchen Sink: those taking part used objects in their daily lives, everything but the kitchen sink, to get in touch with their creative process.

It proved to be a bridge. When Scofield made her way to Montreal she refined the Kitchen Sink concept and opened up her theatre workshops to all women. The one prerequisite is an interest in the creative process.

Now, she says, her workshops bring together women "who feel they have been performing all their lives and for the wrong reasons . . . women who want to connect with their authenticity, to stop performing." And they attract women who don't view themselves as creative but who, through improvisation and sharing with others, untap blocked reserves of creativity.

Scofield's theory is that by embodying the energies that sometimes scare us or that we carry unknowingly, we can spark a liberating creative process. And, over the past four years, she has been putting that theory to the test.

Working in a studio and using storytelling, improvisation and movement, Scofield helps women enhance their confidence through self-expression.

Everyday objects, feelings, thoughts and images, Scofield says, can set women on the trail. At one workshop, a pregnant woman wanting to explore her feelings collected imaginary pieces of straw from the floor to make a nest for her new baby

There are three reasons that bring women into these workshops, Scofield believes. The first is self-expression, the second is remembrance, "which has to do with the world of childhood, really, where all creative possibilities are still open." The third reason they come into it is to honor life's passages, "where we're often creating pieces that have to do with transitions in our lives."

She recalls how in one workshop a 39-year-old woman told the group she "had always wanted to have a pink tutu as a kid." She was urged to buy one and bring it in. Once she put it on, she became Eloise, a child who had been physically abused. "It was empowering. The woman was afraid if she discovered this child, there would only be anger. But Eloise was also full of love, humor and innocence."

Another woman, a physical therapist in her early 30s, brought in a load of clothes she had stopped wearing. By putting them on in front of the group, she discovered that they were no longer "her"; she had moved from frills to elegance.

Often simple things in life, objects from around a house – a doll, a piece of clothing, a jewelry box – can be the prop that will spark the creative process, Scofield says.

The power of improvisation

Ann Scofield believes that improvisation is a powerful tool that can be used for growth and learning. In addition to building self-esteem, confidence in self-expression, spontaneity and developing interactive skills, she has observed some specific benefits in using improvisational methods with groups and individuals:

- Improvisation provides a "container" in which it is safe to express differences and vulnerabilities, to risk being wrong, to engage in conflict, to play out roles that are socially unacceptable.
- Improvisation can be used to develop awareness and confidence, to experience how feelings reside in the body and discover how to seek expression through intuitive means.
- Improvisation provides an instructive tool that can be used to combat oppression, both from external and internal sources.
- Improvisation is structured play; it can have great benefit as a tool to recover the instinctive expressions of childhood.
- Improvisation can bring us into renewed connection with our spiritual nature and needs; this includes the branch of improv that leads toward ritual and sacred ceremony.
- Improvisation can be used to create awareness of aspects of self and culture that may not normally be accessible; it can provide a way to reveal the "shadow" side of our individual and collective experience.
- Improvisation can be used to bring participants into an experience of their creative autonomy, their capacity to make concrete choices and affect real change in their own lives, and the world around them.

So far, about 300 women, ranging in age from 19 to almost 80, have taken part in the eight-week workshops. One group last spring brought together a widowed homemaker, a clinical psychologist, an alternative healer, a professor from the Université de Sherbrooke, a Concordia university student and a teacher of English as a second language. Another included a social worker, a family doctor, an immigration officer, an art therapist and a dance teacher.

The focus of the workshops, Scofield says, is not therapy as such but, rather, "connecting with our creativity, understanding our own power."

She says the creativity of women has long been suppressed by a society bent on conformity and female stereotypes. "Women judge themselves very harshly," she says. "They can have an impulse and within seconds, sometimes before it even crosses their conscious mind, they have put it down, devalued it." She calls this impulse the "censoring voice" and tries to help women catch it in the act.

Scofield herself had what she calls a "magical" childhood in Chicago in the 1940s. She was the second daughter of Louis Scofield, a radio writer of dramas including Inner Sanctum and Mr. and Mrs. North, and Ginevra, a homemaker. Then, in 1950, her father was blacklisted by the House Committee on Un-American Activities. He lost his position at president of the Radio Writers Guild of American, and within months the family were forced to leave Illinois, settling in Connecticut where her father wrote articles under assumed names. "All the joy went out of my life," she says.

That experience imprinted on Scofield a wariness of authority and a concern about censorship. This has made her more empathetic with women, she says, especially when it comes to the prohibitions that censor their creative process.

In fact, she delights in their journeys. She says at the beginning of workshops she often hears women say "When I was a child, I never had a chance to be a child. I would like to use the workshop to play." And others exclaim: "I spend all too much time in my head, not in my body. I want to move into my body."

Scofield says that in most of the workshops, women have worked with themes and images relating to motherhood, mothers, daughters, sister relationships, the goddess, and, rarely, with themes relating to fathers or brothers or men. She became so curious about this that in 1991 she decided to do a theme workshop dealing with women's understanding of maleness, where women wrote stories and acted out scenes about their loving fathers, distant fathers, grandfathers and brothers.

Many women enter the theatre workshops full of fear – fear of performance and judgment. But those fears are soon alleviated, she says. By sharing with other women, they are empowered. "It's almost a rite of passage."

■ *Ann Scofield's spring workshops, sponsored by the Lacolle Centre for Educational Innovation of Concordia University, begin tonight (April 5). Thursday evening and next Tuesday evening in central Montreal. Cost of the eight-week program is $250. For information, call 271-8577.*

Parenting Across Differences

The 1993 Awards Banquet was enhanced by the keynote speakers — Olivia Rovinescu and Clifton Ruggles — discussing "Parenting Across Differences". The Ruggles are working at their interracial marriage and face the additional challenges of raising mixed race children in a racist world.

Olivia Rovinescu is the Director of the Lacolle Centre for Innovative Learning of Concordia University and Clifton Ruggles is both a PSBGM teacher and a journalist. They have co-authored two books, "Words on Work" and "Expressions of Montreal Youth."

Mr. Ruggles began by relating some of his personal experiences with racial prejudice and his feelings of pain and vulnerability caused both by the incidents, and by the failure of his parents to warn him of the possibility of these incidents. His parents also would not discuss racism with him and merely told him to "forget about it." He remembers being angry both at those who denigrated him because of his skin colour and at his parents for failing to prepare him. He believes that families should talk about shared values and perceptions in order to strengthen their children's self esteem so that they can withstand the inevitable assaults of ignorant and prejudiced individuals.

Ms. Rovinescu then spoke about sensitivity and communication. She stressed the importance of teaching kids about their identity and fighting racism before it comes up. In the case of her daughter, racism began in kindergarten but it was less hurtful because the child was not surprised by the experience.

This particular child is now very sensitive to racism, and prepared to fight against it. She objects to her playmates being labelled (even a "fat" label is inacceptable) and takes pride in all of her various cultural heritages. Even at her still young age, she has sophisticated critical thinking skills and evaluates the racially questionable content of her experience in a manner beyond her years.

Mr. Ruggles explained that some of their friends do not approve of this parenting method because it can be seen as imposing a point of view onto the children. The Ruggles believe, however, that racism cannot be avoided and it is better to prepare children to cope with it than it is to leave them vulnerable to race, provide alternative positive images of racial minorities in our society. The Ruggles are also trying to organize a support group of mixed race families to expand their understanding of the nature of racism.

The Ruggles suggest that appreciation and understanding of minorities can be improved by regular exposure to multicultural literature, exhibitions, cultural events, and especially people. Parents should help their children (and themselves) to feel comfortable enough in their own identities to accept the differences of others. Children learn racist attitudes from their families and friends and from the various media to which they are exposed. The only effective method to combat these ideas is to demonstrate and explain how to deal with racism. We must teach our children that the value of real democracy is diluted if it is not available to all.

Clifton Ruggles closed their presentation with a quote from Malcom X — "The education of our children is a passport to the future, for tomorrow belongs to the people who prepare for it today."

Howard Solomon

Dimensions of Literacy in a Multicultural Society, conference held at Concordia University, Oct. 02-04. Marion Daigle, Quebec Literacy Director for QFHSA and Harold Spanier of NOMAD Scientists, gave a workshop on "Creating a Learning Environment: the Home — the School — the Community." Above are some of the participants: From left to right: John Ryan, Huntingdon Literacy Exchange; Marion Daigle, Literacy Director for QFHSA; Cristelle Audet, Concordia Students for Literacy; Lanie Melamed, Quebec Association for Adult Learning; Diana Jeans, West Island Reading Efficiency Services; Harold Spanier, NOMAD Scientists; David Roberts, Co-ordinator, Adult Education, Littoral School Board.

QFHSA News, Feb. 1993 p.13

COMMUNITY

CALENDAR

The Montreal Gazette Dec 1/92

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LETTERS

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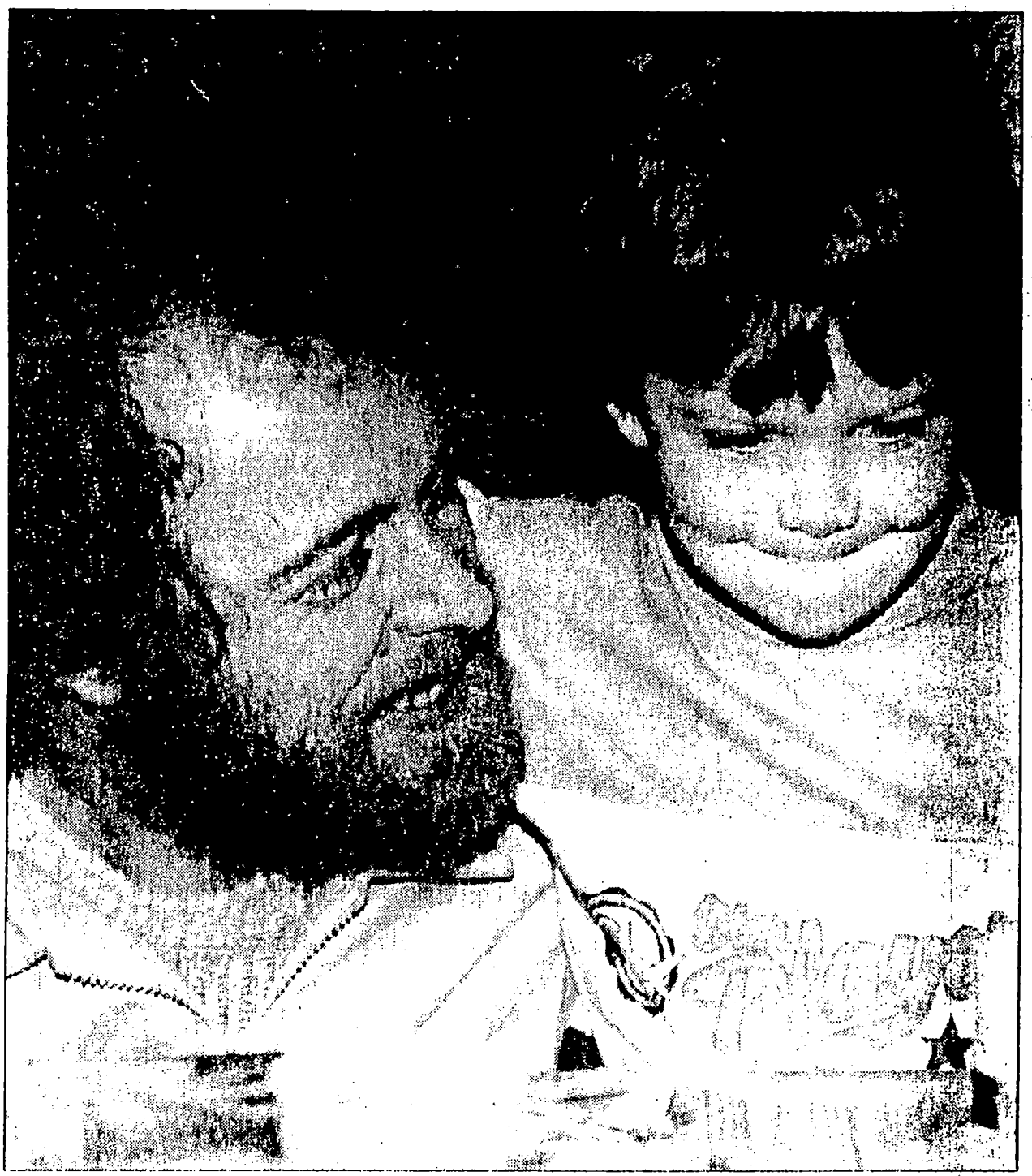


GAZETTE, MARIE-FRANCE COALLIER

It's like magic Colin Ratcliffe, 4½, was visibly impressed by the fizzing of a chemical reaction during hands-on environmental science experiments for young children at the Fraser-Hickson Library last Saturday. Colin was assisted by his father, Mike.

The Gleaner, Apr. 28, 1993 p. 1

Keeping kids learning and having summer fun

Nomad scientists bring ideas

The award-winning Nomad Scientists are coming to Huntingdon again, this time with a pile of ideas for keeping kids amused and learning through the summer vacation months.

Leading the presentation at St. Joseph School on Monday May 3, 7:30-8:30 p.m., will be Heather McDowell of the Nomad Scientists. She has just returned from a visit to the tropical rainforests of Southeast Asia, and will speak of her experiences there, as well as leading an activity session, specially geared for adults, on summer science activities.

Simple, interesting, and entertaining activities such as Science Saturdays. the Bug Club, and Imaginary Voyages are some of the suggestions for keeping children active in home and community.

Anyone interested in youth — parents, teens, grandparents, and older elementary students — is welcome to attend the presentation, which will be followed by a slide show, refreshments and informal discussion.

The Nomads will also work with Grades 4-6 at the school during the day Monday May 3.

The event is organized by the Networking for Youth — Huntingdon Literacy Exchange and is underwritten by Canada Trust, which also sponsored a n earlier Nomad Scientist visit to Huntingdon Academy.

— John Ryan

The Gleaner Mar. 93

Nomad Scientist's visit open to public at Academy

Everyone is invited to blast-off on "The Great Cosmic Adventure" with the Nomad Scientists on Wednesday, March 10, at 6:30 p.m. in the cafeteria of Huntingdon Academy.

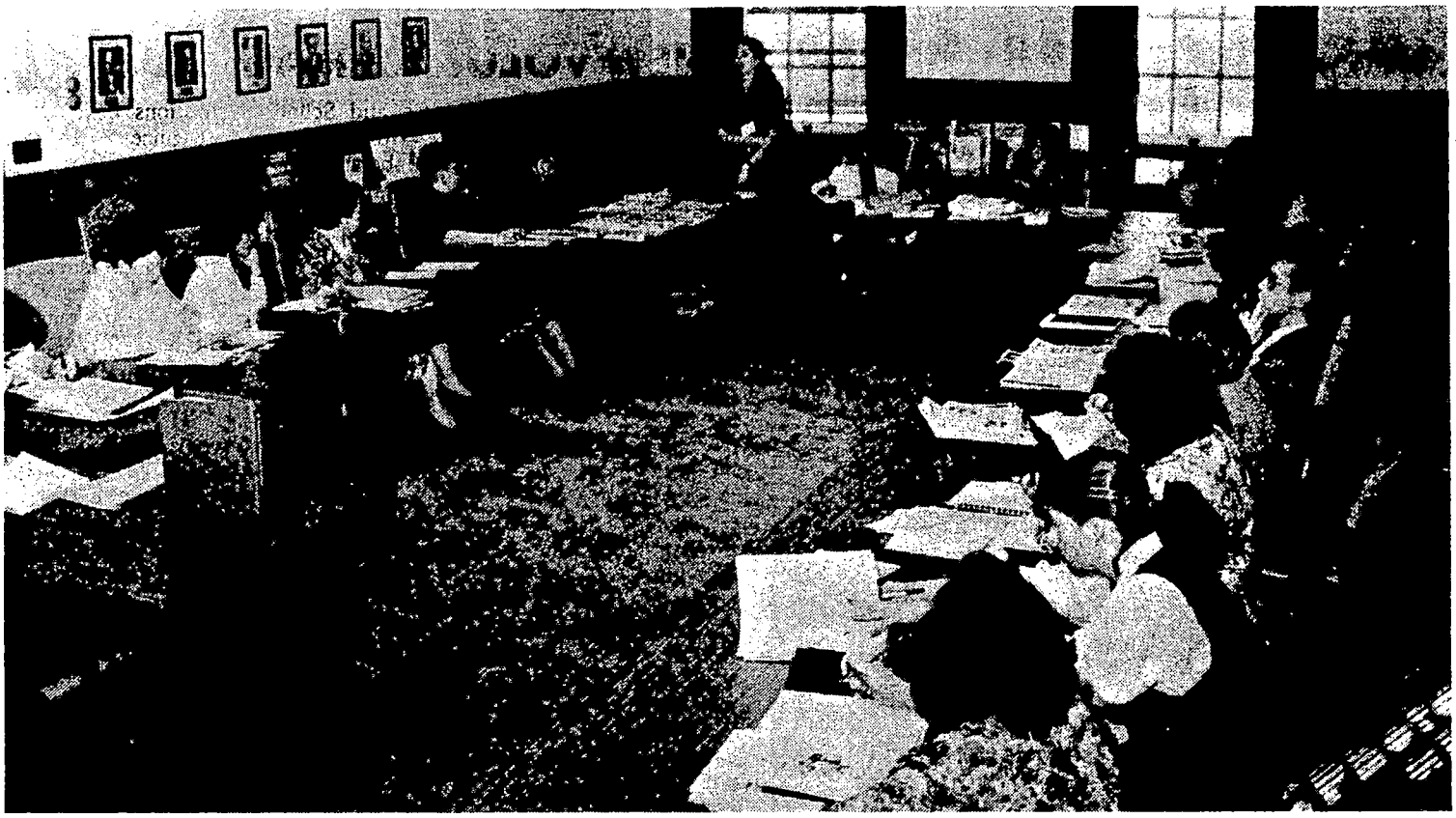
Young and old can prepare for an imaginary trip to space and share in this hour-long adventure with the children.

The Nomad Scientists act as "Curiosity Catalysts", to help the school, the home, and the community to become more science-literate.

Harold Spanier, Community Science Consultant of Nomad Scientists, stated, "I look forward to this special opportunity to listen, share, and discover with parents, children, teens, educators, and other interested members of the Huntingdon community."

This community event is organized by the Networking for Youth-Huntingdon Literacy Exchange and underwritten by Canada Trust Company contributions.

Nomad Scientist Harold Spanier charmed the Academy's primary level students February 15-16 with hands-on presentations which made science come alive. Shown with him here are some Level 3 students.



Hooked on Learning: All Year Round

Nomad Scientists, as represented by Heather McDowell, is a non-profit organization that promotes awareness in science. The group consists of scientist-educators whose main objective is to give science workshops to children and educators across the country. I have personally found the workshops to be very stimulating with my children. As a consequence, science has become part of our week-end plans. Also, there are published materials, in both official languages, such as "Explorations et Decouvertes", and "LinkScience — a Hands-on Approach to the Environment" which disseminate similar ideas. The scientists work through the Lacolle Centre for Educational Innovation at Concordia University.

QFHSA Home and School NEWS
1993, page 9.

WORKSHOP EVALUATIONS

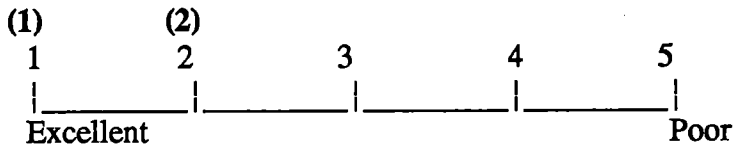
Lacolle Centre for Educational Innovation

DEVELOPING YOUR PERSONAL POTENTIAL
Angela Aronson
October 10 and 31, 1992.

Evaluation Summary

(4 participants, 3 responses)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- The exercises were helpful, especially those that we were given a situation and asked how to deal with it.
- I really enjoyed the "one-liners". They are easy to remember and useful. The constant application of theory to real-life situations also helped.
- Lots of information on useful subjects which are important to feel more comfortable with myself and to gain more confidence in dealing with people.

3. What suggestions do you have to improve this workshop?

- I think I would benefit more from a longer workshop, eg: if I had taken the Tuesday night class, because it would have been smaller chunks of information over a longer period of time. This means there would be more time to digest the material. However, the weekend course was more convenient.
- I'd be curious to see how the week-by-week version is. Maybe the information will then last longer.
- Suggested reading material.

4. What other topics or types of workshops would you like to see sponsored?

- Workshops on goal setting and career planning would be appreciated.
- Marketing yourself.
- Communication within the family.

5. How did you hear about the workshop?

- A newsletter from the Lacolle Centere is sent to all Concordia personnel.
- Received the circular in the mail.
- Montreal Gazette.

6. **Other comments:**

- This workshop was extremely helpful. I have come away with a good deal of useful information.
- I really enjoyed it.
- Very pleased that Angela held the course despite the fact that only four people registered. Very dedicated professional who did a great deal of preparation for the course. Thanks.

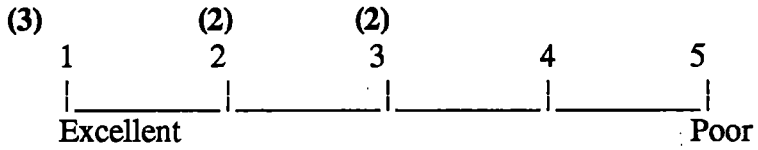
Lacolle Centre for Educational Innovation

SELF-ESTEEM AND YOUR BODY
Antara Kyra Lobel
November 7, 1992.

Evaluation Summary

(9 participants, 7 responses)

1. Overall, how would you rate this workshop?



2. What did you find most helpfu about this workshop?

- A great opportunity to come into touch with my feelings and body.
- The relaxation techniques and yoga techniques.
- Sharing, acceptance, mutual support among women. Music very empowering.
- Being with other women, sharing crying, acting out a little.
- In touch with self.
- Releasing of negative energy.
- The relaxation meditation in the morning, pairing exercises. Good group building.

3. What suggestions do you have to improve this workshop?

- Bring light lunch and have longer to experience everything.
- We should bring our own lunches or provided. The 'dynamic meditation' for me needed to be more guiding for energy to come out, as I'm too self conscious.
- Better lighting, better use of tapes.
- Have the workshop organized - timed, set-up, and knowing exactly what you are going to do.
- The Dynamic Meditation (anger) was premature for this type of workshop. It would work better with a group together for a longer time. And the structure was a little too loose for a one-time group.

4. What other topics or types of workshops would you like to see sponsored?

- Exploring "Spirituality and Women", Inner Child workshop.
- Topics of Spirituality and Reincarnation, Who you really are inside.
- Women bonding, empowerment of women.

5. **How did you hear about this workshop?**
   - The Gazette
   - Mailing
   - Lacolle Centre advertising
   - At a Concordia Seminar Love and Work
   - Through a friend
   - A friend

6. **Other comments:**
   - Glad that enough came so that this workshop could take place.
   - Small group was good.
   - The Bistro was recommended as a lunch spot. It was terrible and too far away. The group should be told to bring lunch with them. We came on group rate of $25.00. I would have been disappointed if I had spent $50.00

Lacolle Centre for Educational Innovation

LEARNING TO LEARN
Sharyn Sepinwald
September 26, 1992.

(7 respondents)

Evaluation Summary

1. Overall, how would you rate this workshop?

(6) (1)
1_____2_____3_____4_____5
Excellent Poor

2. What did you find most helpful about this workshop?

- I learned.
- It gave me inside information, hints, clues. A lot of the material is so common, it is uncommon.
- All topics covered were very helpful. Gave me lots of good insight about the process of learning.
- Time management, study habits, note-taking.
- How to organize time, studying skills, reinforcment of prior knowledge.
- Very clear presentations.
- It organized the information in a logical and systematic fashon for an efficient use of time, ie: information presented in manner that was useful.

3. What suggestions do you have to improve this workshop?

- Have a lunch break of 1/2 hour. I was very hungry.
- I don't think it could be improved by much.
- Can't think of any, except exercise of note taking from lecture and compare.
- Not much - size of group was just right.

4. What other topics or types of workshops would you like to see sponsored?

- Note-taking
- Full day on note-taking
- Time management, motivation
- A more specific workshop on the relationship between learning and nutrition.

5. How did you hear about the workshop?

- Newspaper and Thursday Report
- Newspaper

- Friend
- Home and School meeting
- Lacolle mailing list
- From a friend

6. Other comments:

- Perhaps do a little exercise for a break to boost the energy level.
- The person who gave the workshop was very proficient and answered all my questions to my surprise.
- Please continue!
- Helpful as well as enjoyable.

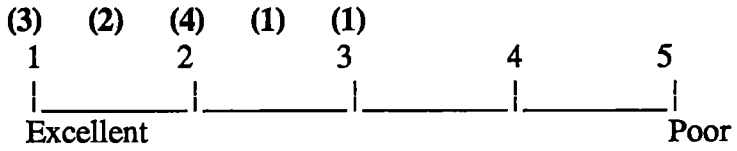
Lacolle Centre for Educational Innovation

WOMEN AND EXPRESSIVITY
Ann Scofield
November 28, 1992.

Workshop Evaluation

(11 Respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- Other women, group leader, great group, role playing.
- Sharing, loose structure.
- The drawing, the voice, movement and especially the role play.
- Feel better about expressing feelings.
- Role playing.
- The role playing, the playing, the voicing.
- People express themselves, we learn about relationships.
- Meeting people out of my normal circle.
- That there were no rules.
- The role playing part.

3. What suggestions do you have to improve this workshop?

- It could be longer or perhaps a faster warm-up. There just didn't seem to be enough time.
- More variety in exercises, accelerated pace, two sessions rather than one.
- There is a lot to cover in this workshop. Very much. We are really just scratching the surface. There is a need for more time or follow-up, but then that can be accomplished within ourselves. So, on the whole, the workshop is great and allows for a wide range of possibilities. In that sense, it is good that it is not fully structured, although I felt I wanted more structure and an introduction to more tools with which to work with. A whole overview.
- More structure.
- I enjoyed the body-oriented exercises at the beginning and the drawing and would enjoy more. I found the role playing limited. So many people acted both roles. The view was necessarily one-sided.
- A little better pacing.

- A little more structured time so there's time for all to share and hopefully feel something and cry.

4. What other topics or types of workshops would you like to see sponsored?

- Creative Writing
- Ways of facilitating self-expression
- More of this
- Self-esteem
- Communication, more theatre workshops
- Inner child stuff, Incest recovery

5. How did you hear about the workshop?

- The Link
- Internal brochure
- I saw it on the Lacolle flyer
- Gazette
- Concordia newspaper
- At my workplace
- A friend
- Through someone in my writer's group
- From a friend

6. Other comments:

- Great!
- Empowering
- Thank you!
- It's good that this workshop was given because I was interested in Transformative Theatre but I wasn't willing to dish out $200 in advance without knowing whether it would have been good for me or not. This $50 introduction was great.
- It was fun connecting to other women.

Lacolle Centre for Educational Innovation

FINE TUNING YOUR INTERPERSONAL SKILLS
Feb. 2, 1993
Sharyn Sepenwald

Evaluation Summary

(12 participants, 7 evaluation respondents)

1. Overall, how would you rate this workshop?

2	3	2	0	0
Excellent				Poor

2. What did you find most helpful about this workshop?
- Concern of Sharyn, handouts.
- The handouts
- The exercises and the feedback of some people.
- Video, visual insight, head speaker
- Interaction between participants; instructor's theory/exercise.
- The examples given, the humour throughout it.

3. What suggestions do you have to improve this workshop?
- Longer
- Extend the length of time of the workshop.
- More time, more exercises
- More time for brainstorming, more specific one-on-one interaction.
- More specific tips on how to address specific problems; start at 6:00 p.m. instead of 7:00.
- Should be two sessions - a follow-up on another day to discuss what we have covered.
- Go deeper into different topics.

4. What other topics of types of workshops would you like to see sponsored?
- Tips for people to have and enjoy a better marriage and problem solving associated with it.
- How to better understand yourself and to help your self-awareness.
- Learning to learn
- Communication (more effective communication)

5. How did you hear about the workshop?

- Flyer mailed to me.
- Through a brochure in the mail.
- From my best friend
- Concordia
- Flyer mailed inter-office
- At School Committee meeting - flyer mailed to school.
- A friend

6. Other comments:

- Very good workshop, good handouts to read at home.
- Very interesting
- Better room environment would have helped.
- Allow more time and encouragement for discussion.
- Too much material to cover in one session.

Lacolle Centre for Educational Innovation

TEAM BUILDING AND STAFF MOTIVATION
Micki Vosko
Feb. 20, 1993.

Evaluation Summary

1. Overall, how would you rate this workshop?

(7)	(1)	(3)	(1)	(4)	
1		2		3	4	5
Excellent						Poor

2. What did you find most helpful about this workshop?

- Interpersonal relationships with management; more even controlled relationship.
- Ingredients; ideas; I can only change myself; I can only motivate myself, but I can modify or create my own reality.
- Not at all what I expected.
- Role playing.
- The amount of sharing amongst the group; focusing in on techniques that were being used and why; the friendly learning atmosphere that was established right from the beginning.
- Breaking into groups with different people; visualizing aspects of person whom I have problems with and re-addressing my behaviour towards a person with whom I have a good relationship to towards the former.
- Individual involvement - exercises.
- Creating our own reality was a good reminder to our individual perception.
- Open, friendly participants; workshop leader gave lots of examples; variety of exercises showing different team efforts.
- Time to stop and smell the roses and reinforce skills.
- Techniques applied.
- The group work; exchanging ideas with others.
- Tips about non-monetary benefits and various little tips through the day.
- Body language aspect.
- Time for reflection for myself; wish my staff would agree to attend a similar seminar.
- The games.

3. What suggestions do you have to improve this workshop?

- I thought the format was excellent.
- Lunch.

- Physical environment.
- It was great, we as a group made the error of opting to work through lunch.
- Each lunch - lost energy.
- Break mid way.
- Nothing.
- Encouraging several people from the same institution to attend this workshop could have some very positive outcomes for the institution I would think.
- I feel very satisfied with the format and the choices given to the group re timing, sessions.
- Speaker could be a bit more dynamic; decisons like skipping lunch should be taken unanimously (some didn't agree but felt as if the decision was already made; member could have been more dynamic re putting forth his/her needs.
- Need a lunch break for those of us who have health reasons but don't want to go against the group decision; I found a lot of the communication stuff was old hat.
- Maybe a checklist for all possible work aids that you could take back to the office.
- Lunch break.

4. What other topics or types of workshops would you like to see sponsored?
- I would like to see these seminars offered during the week.
- Stress Management
- Communication skills, working with aggressive people
- Time management, stress management
- Being a group facilitator, moderator.
- Strategies for organizing for non-profits.
- Stress/time management

5. How did you hear about the workshop?
- Lacolle publication within university.
- Previous seminar.
- Friends
- Concordia pamphlet
- Through flyer
- Co-worker
- Through colleague at work
- Through the Lacolle Centre schedule distribution
- I'm on the mailing list from several years ago but this is the first workshop I've attended.
- Flyer through the mail.
- Thursday Report
- Through work
- Mailing
- Gazette
- Flyer
- Newsletter

6. **Other comments:**
   - It was a thoroughly enjoyable productive day. (Stan Hill)
   - Thank you
   - Appreciated the casualness and insightful perception of Micki Vosko.
   - The speaker's perception and knowledge of human behavior was particularly refreshing and allowed me to learn by it.
   - Good value for the money. Thank you very much.
   - Appreciated personal attention.
   - Organizationally: put posters up to indicate room location. Ensure that all supplies are handy, i.e., napkins, stir sticks, cups.

Lacolle Centre for Educational Innovation

BODY CONNECTION
Jo Leslie
February 27, 1993.

Evaluation Summary

(6 Respondents)

Overall, how would you rate this workshop?

Excellent: 6

What did you find most helpful about this workshop?
- Practical exercises.
- Relaxing
- Content was very relaxing. Jo Leslie has a very pleasant and calming personality that makes the course even more relaxing. Very informative.
- Relaxation techniques with explanation of why they work.
- A relaxed, friendly atmosphere. Feasible things that you can do on your own.
- Peaceful manners of both instructor and participants. Allowing participants' needs to be expressed. Giving us time to integrate knowledge.

What suggestions do you have to improve this workshop?
- None
- None
- Warmer room
- Find a warmer building
- If given again during winter time, provide a warmer space.

What other topics or types of workshops would you like to see sponsored?
- Time Management, Relaxation
- Spiritual/Meditation and discussion, Life and Living
- More of this type
- Introduction to Alexander Technique for body alignment
- I'd love to see a second workshop run by this same leader.

How did you hear about this workshop?
- Concordia Thursday Report
- Through another course
- Lacolle Centre
- Through Lacolle flyer
- Lacolle bulletin
- Concordia

Other comments:

- The teacher is soft spoken and puts you in a trance with her voice and movement.
- None
- Workshop leader is excellent - she doesn't push any one way of doing something.
- Very pleased.

Lacolle Centre for Educational Innovation

WOMEN, PERSONAL POWER AND SELF-ESTEEM
Kathryn McMorrow
March 6, 1993.

Evaluation Summary

(23 Respondents)

1. Overall how would you rate this workshop?

(15)		(5)	(1)	(2)		
1		2		3	4	5
Excellent						Poor

2. What did you find most helpful about this workshop?

- Suggestions for personal power enriching.
- Self-esteem, power within
- It was relaxed, yet informative.
- That I have the opportunity to empower myself.
- It's an uplifting experience, informative.
- The comfort and ease with which the facilitator presented the material.
- Handouts, stayed with stated schedule. Practical, positive. Kathryn stayed with her material and was very at ease.
- The amazing power I have and that nobody else knows about it.
- It's healthy to have male-female characteristics, they combine to show a complete human being.
- To learn how to improve oneself.
- Both concepts and reflection on personal experience crated ways to relate the two.
- Morning session especially: 4-leaf clover and the basis behind it, self-concept, self-esteem, etc. It was presented in a clear, easy to understand way).
- We touched many aspects of personal power. This will help me in my learning (from posture, dress,etc.)
- The questions that I must ask myself. The inner investigation.
- The different information that were shared, especially the ways in which we can be confident about ourselves.
- Thank you for coffee & muffin! and bringing all this information to the forefront of my brain. Very clear, it was great to watch you in your presentations. I have few role models for dynamic women of 50 years.
- It stopped the "flow" slowed me down and made me reassess some important fundamental components of the problems I have.
- The tips.
- The very practical suggestions offered in the afternoon.

- Information about women's professional organizations. In general all the information on psychology.
- Responses to give to disempowering speech pattern. The openness of the facilitator.
- I met some interesting women and it was an opportunity to learn about other aspects of my life that I want to address in the future.
- Self affirmations, ideas about disempowering speech patterns, keeping a victory log.

3. What suggestions do you have to improve this workshop?

- More time for questions.
- To work more with the I and Affirmation.
- None.
- No suggestions, it was very well organized.
- Extend over a few weeks, maybe.
- I would like to see more emphasis on appropriate nurturing. I would like to explore this area more in detail.
- Bring kettle so can boil water for non-caffeine drinkers.
- Make it a 2-day workshop because I would like to practice more.
- More time.
- None.
- A little more group participation during the concepts part.
- Weekend long session. Smaller group for more interaction. Follow-up session for improvement.
- Have more, or perhaps have the workshop continue over a period of a few days, e.g., whole weekend.
- Perhaps we could be given more time to interact with the other participants.
- I think there was too much information. Group discussions needed clearer instructions, i.e., not sure what to do...
- More theoretical knowledge.
- Make it longer and add more indepth exercises.
- Less lecturing and more interaction - "hands-on" among participants.
- There could be more interaction with the people in the group.
- More exercises. Less emphasis on the workplace.

4. What other topics or types of workshops would you like to see sponsored?

- Women who love too much.
- Women and power, the more the better
- More of the same.
- Body Image, Beauty Myth
- Self-esteem, practice, communication, how to establish communication and confidence, how to express my feelings.
- Management skills/human relations for women in new management positions.
- Something about physical fitness.
- Women who love too much.
- Preparing for an interview. What to say during an interview.
- An action-oriented follow-up.
- Self-confidence, public speaking, communication skills.

- Assertiveness training.
- Definitely, there is a need to address the stress surrounding job loss and self-esteem.

5. How did you hear about the workshop?

- Colleague at work
- Pamphlet at the Woman Native Shelter
- Through a woman in a discussion group.
- Helen Meredith
- McGill Bulletin Board
- Through the circular
- Employee of Catholic Community Services English
- From a very good friend.
- Debra Allen
- Helen Meredith
- Debbie Allen who works at Concordia with me.
- Lacolle Centre flyer
- Helen Meredith
- From my work place - received a flyer.
- By word of mouth
- From a friend
- Through the yellow leaflet by mail from Concordia
- Newspaper, women's section (Monday's)
- Through a friend on your mailing list.
- From a friend
- Word of mouth
- Through a self-esteem group at the CLSC
- From a friend

6. Other Comments:

- Kathryn McMorrow was great.
- I think the facilitator was very respectful of each person's boundaries. She is very professional.
- Excellent presentation and suggestions were realistic and practical.
- Mrs. McMorrow was very dynamic and interesting throughout all the seminar. I didn't see the day pass. She is doing a very good and valuable presentation. Congratulations.
- Great speaker, excellent presentation.
- I really enjoyed the day and feel I was given some good tools, ideas and directions.
- I enjoyed the workshop. I feel positively different and energized.
- Very good, glad I came.
- The speaker was very charismatic, interesting and professional.

Lacolle Centre for Educational Innovation

RECLAIMING YOUR INNER CHILD
Margaret Villazan
March 20, 1993.

Evaluation Summary

(13 Respondents)

1. Overall, how did you rate this workshop?

(7)		(6)				
1		2		3	4	5
Excellent						Poor

2. What did you find most helpful about this workshop?

- To be with a support group.
- The exercises and self-examination, and also the sharing with other participants.
- All the exercises. The sharing group was terrific too.
- Talking to my inner child and feeling the emotions that came about.
- Using the left hand responses from the inner child; the critical parent with inner-child responding; meditation on inner child.
- I found it very helpful to recall my childhood because it helped me understand a little of my present self and how I have become the person I now am. Also how I can improve it.
- Relaxed, sincere attitude.
- I really got a lot of insight from the "right-hand, left-hand" discussion in which the parent side of us talks to our inner child. It was most revealing.
- Interesting view of what we are ad what has formed us; and the suggestion that we accept it as just that is comforting.
- It raised awareness of how much emotion is below the surface and how much I still need to resolve to be comfortable with myself. Actually going through exercises and sharing them--with a book you tend to tell yourself you'll do it later or do it and not really look at what you've done.
- Writing a letter to my inner child; expressing feelings in a group situation.
- The exercises and the tips on how to get in touch with your inner child.
- Always enjoy the practical components of any Lacolle workshop, so: the exercises we can repeat later and the tips on nurturing one's inner child.

3. What suggestions do you have to improve this workshop?

- None - perhaps not to be so expensive, so it would be available to more people.
- Perhaps to have more. I would like to do more of this work.
- Another day at least. Bring a stuffed toy to hold.
- It was an excellent workshop and I don't see any need for improvement.

- Since this is the first workshop I went to, this is my first experience. So therefore I have no suggestions to improve it since it's improved me.
- Get to know other members before breaking off into our groups.
- Perhaps a more intimate room would help. The tables in this room keep the class at a distance.
- A set of goals at the beginning would have been helpful and give us a sense of what we have achieved.
- More friendly and intimate physical setting. Big spaces and set up were a bit uncomfortable.
- More visualization exercises; more techniques for nurturing (healing) inner child.
- More theory and structured points on how to go about reclaiming the inner child.

4. What other topics or types of workshops would you like to see sponsored?

- I would like to change, but I don't know how.
- Ongoing workshop on positive thinking for depressed individuals.
- Stress or just dealing with problems (e.g. with people, how to deal with people).
- Creativity
- Man/woman relations, partnerships, friendships.
- Assertiveness, self-esteem
- Self-esteem
- Self-confidence, assertiveness training
- Learning how to draw and sketch for those who think they can't.

5. How did you hear about the workshop?

- I came to a workshop last Saturday.
- From a co-worker.
- Through my school.
- Enrolled in Women, Personal Power and Self-Esteem last weekend.
- The Gazette
- Through my father.
- Montreal Gazette
- Received the list of courses (mailed to me) as I've taken a workshop here previously.
- My wife suggested we do this together.
- Gazette
- Inter-departmental mail
- Through last weekend's workshop.
- Through the flyer and the group of people who took Women and Personal Power.

6. Other comments:

- A very informative day. Margaret Villazan gave an excellent course.
- The photographer made me nervous.
- It was a great experience. Just what I had expected. I cried a lot, but I felt unburdened at the end and ready to begin embracing my inner child to nurture it.
- I am happy that such courses are given by the Lacolle Centre. They are very much needed in today's society.
- Thank you.

- Enjoyable. Great accent.
- Margaret Villazan was easy to listen to.
- I think the Lacolle Centre is doing a good service for society, but I find the workshops a little too expensive.

Lacolle Centre for Educational Innovation

STRESS MANAGEMENT
Victor Levant
March 20, 1993.

Evaluation Summary

(16 respondents)

1. Overall, how would you rate this workshop?

(5)	(8)	(3)		
1	2	3	4	5
Excellent				Poor

2. What did you find most helpful about this workshop?

- Help organize sources of stress in one's life and recognize other feelings.
- The relaxation techniques.
- Practical hands-on session and take-home material for further information. Opportunity to try on-the-spot.
- Practical techniques for relaxation were shown.
- Presenter's approach, positive and thoughtful.
- That I took the time to take a time-out from the pace of my hectic life.
- The common sense approach to the ways I can cope with things I cannot control.
- The exercises, leader's presence, handouts.
- The possibility of giving up control and not be threatened.
- Relaxation exercises.
- Exercising
- The practical techniques in reducing stress. The information the knowledge provides during the workshop. I also appreciated the handouts.
- Learning how to relax. Some interesting discussion about stress and what it is. The instructor has a very good approach. The handouts.
- Visualization of a quiet peaceful place.
- It was relaxing. Very good written information and tests are useful.
- The taking of the awareness into the body and the exercises to take home.

3. What suggestions do you have to improve this workshop?

- Find a more comfortable room.
- I'm not sure. I thoroughly enjoyed this one. Perhaps just an extension/progression from where we left off today at a future workshop.
- None
- More - repeat again as soon as possible please.
- I like the art therapy part, would like to see more active tools for relaxation, if

there is sense in this contradiction.

- A workshop like this makes one realize or face things that are very upsetting. Perhaps if there is only one session, we could be made more aware of the fact that we may not have time to share our reasons for attending such a session. I found the beginning to be very stressful - just listening to other people's reasons for attending the workshop.
- Group in a circle instead of classroom style; warmer room in the morning; recording (tapes) of exercises; encourage discussion among participants.
- Room was too cold to relax.
- Small technical suggestion such as heat in the room.
- Some ways to deal with stress when you do not have a great deal of time (i.e. at work).
- The room is so cold, it's hard to concentrate on anything but the cold hands and feet.
- A handout: summary of what was done, main points and basic information.

4. What other topics or types of workshops would you like to see sponsored?

- Time management, more stress reduction sessions.
- How to use these techniques in managing conflicting groups or confronting people.
- I would like a course of longer duration (6 wks.) to explore these relaxation techniques and learn more about recognizing our triggers.
- A Gestalt workshop by this leader. Workshops to be given to staff in the university.
- Dealing with emotions.
- More stress management clinics sharing other techniques (i.e. adding more to our repertoire).

5. How did you hear about the workshop?

- Concordia
- Brochure
- PAPT Convention
- Through Lacolle Centre brochure
- Lacolle brochure
- Brochure and a friend
- A friend asked me if I would like to attend.
- Friend
- Bulletin - Lacolle Centre
- Lacolle brochure
- Concordia mailing
- Through PAPT conference
- Through friend
- Letter mailed to my home; I've taken other workshops here.
- Saw a leaflet where I teach.
- Teacher's newsletter.

6. **Other comments:**

- Competent and truthful teacher.
- I appreciated the sensitivity of Victor. Thank you.
- Excellent, please send me information on future workshops.
- One of the best workshops I've attended at Lacolle Centre. Best of the stress management workshops I have taken.
- Thank you.
- I felt very at ease during whole conference and liked the speed it was conducted I liked to speaker and his approach.
- I enjoyed the workshop and the Gestalt focus and the simplicity.

Lacolle Centre for Educational Innovation

SUCCEEDING IN THE JOB MARKET
Angela Aronson
April 17, 1993.

Evaluation Summary

(4 respondents)

1. Overall how would you rate this workshop?

2_____2_____|_____|_____|
Excellent Poor

2. What did you find most helpful about this workshop?
- Exploring the truths about beliefs and attitudes - not just dealing with the superficial "How To's". Role playing was good.
- The sections on how to keep your job and how to be promoted were especially valuable to me.
- Definition of Attitudes-Beliefs-Goals; formula for success.
- Discussions; positive attitude from teacher.

3. What suggestions do you have to improve this workshop?
- I thought it was very well done. Everyone had a chance to talk and the leader was very good at communicating.
- More practical exercises could be beneficial.
- If possible more written materials or summary of points covered could be useful.
- More time, maybe two-day one.

4. What other topics or types of workshops would you like to see sponsored?
- Self esteem

5. How did you hear about the workshop?
- Through my mother who works at McGill.
- I read about it in the Lacolle Centre pamphlet which is circulated to Concordia employees.
- The Gazette
- Concordia newspaper

6. Other comments
- Thanks, I enjoyed the course.

Lacolle Centre for Educational Innovation

WOMEN AND ANGER
Kathryn McMorrow
April 24, 1993.

Evaluation Summary

(27 respondents)

1. Overall, how would you rate this workshop?

(10) (2) (13) (2)

Excellent ——— Poor

2. What did you find most helpful about this workshop?

- It helped me to realize that I was very angry at my kids and did not realize it.
- Techniques in dealing with anger; identifying the inner needs not being me.
- The practical suggestions and the up-beat and dynamic presentation. The focus on the positive.
- Techniques on how to understand anger; discussion on secondary emotions.
- Practical ways of dealing with anger.
- Helped me get in touch with my feelings. Anger can be positive! Anger can be a tool for growth and change.
- The circle diagram showing needs and rights violation at base of anger expression.
- Exercises and handouts. Good format. Sharing with other women. Humour.
- Mrs. McMorrow brought together different concepts (Kubler-Ross, Mazlow, Lerner, etc.). Examples from everyday life were given to illustrate the concepts.
- Method and means of dealing with anger. I really think the session where two individuals interacted with each other was a great idea. It does help to communicate feelings that are usually painful to share.
- Gave me tools to help me change.
- The mixed approach - lecture, paper work and interactions with participants.
- Stressing the positive aspect of anger; humour; clear and easily understood; positive reinforcement to participants.
- Sharing and strong facilitator with good handouts.
- The idea that anger could be positive. To express it and to take action also. To exchange with others, to be able to talk with others and feeling well about it.
- Plenty of food for thought. Enjoyed exchanging groups and interacting with a lot of people.
- To see the anger in myself and learn how to handle it without becoming angrier.
- To find out that anger can be justified, it is just the way we deal with it that can be destructive.

- Combination of Kathryn's explanations and the opportunity to discuss and explore with another person(s).
- Well structured, good balance of theory and practice/discussion.
- Practical discussions about dealing with anger and application to our personnel.
- The tools to recognize the source of anger.
- That it is necessary sometimes to let go of a difficult situation in order to take care of our bodies (due to stress).
- Open discussion.
- Gave precise and helpful indications on how to handle problems that may occur. Loved the formulas and the group participation.
- Facilitator and handouts.
- The DESC statement - a great technique that I will practice.

3. What suggestions do you have to improve this workshop?

- A little less material - time to digest the information given.
- A longer time frame. Two days would have been adequate.
- Perhaps there was too much information.
- Room was hot.
- Could be a two day workshop.
- I believe that the workshop was very articulate and stayed within the theme.
- More group work, more time to share with participants. Stay in a group longer to get more comfortable for sharing.
- A smaller group might be better.
- Maybe two sessions with time to role play.
- Sometime it is hard to talk, so maybe ways to facilitate it.
- This could possibly be a two day workshop. There is certainly enough material to cover and practice, and the instructor is dynamic enough to hold a group's attention for a longer period.
- Have candidates participate.

4. What other topics or types of workshops would you like to see sponsored?

- How to deal with your teenage kids
- Dealing with guilt, Stress management
- Conflict and resolution
- Women and depression, Women and families
- Assertive behaviour for women
- Professional caretakers, Self-esteem, Change
- Self-esteem development, Professional relations in work environment, Communication skills
- Topics dealing with self-esteem, relationships (personal, work)
- Women and self-esteem, Women and financial planning, Blocks to self potential, Teachers and self-empowerment
- Self-esteem
- More workshops on self-esteem and building confidence and perhaps to form a support group.

- Knowing how to know and recognize that I'm angry! I've buried it so deep I haven't dug it out yet!
- Any workshop to do with women's issues.
- Exploring your inner child, Depression - coping and living with it.
- Personal development issues - personal growth, communication of needs/feelings, inner child.
- Something on Women's Spirituality. I hear other women talk of a need for this also.
- Working with different people.
- Guilt, shame, couples, parenting.
- Parenting issues.

5. How did you hear about the workshop?

- Through a friend (8)
- Newspaper (7)
- I receive the brochure (8)
- Through a member of the CODA group I attend
- Newsletter from PSBGM
- Lacolle brochure or Women's Centre
- Through our Union president

Lacolle Centre for Educational Innovation

SPRING TUNE-UP: WEEKEND WORKSHOP FOR WOMEN
Kathryn McMorrow
Apr. 30 - May 2, 1993.

Evaluation Summary

(20 Respondents)

1. Overall, how would you rate this workshop?

(8) (6) (1) (4) (1)

Excellent ... Poor

2. What did you find most helpful about this workshop?

- The presentation of our coordinator - combining body/mind and heart with a non-pressure attitude.
- Meeting other women; time away from other responsibilities; time for unstructured events.
- No pressure. It was always emphasized that we did not have to attend sessions, nor did we have to share, etc. The facilitator, K. McMorrow, was excellent - low key, competent, friendly, calm and very effective. An excellent role model.
- The sharing of ideas between women; the environment and surroundings.
- The freedom of movement and time; the freedom within the workshops and the structure of the handouts; the direction to change partners.
- Helped me get back in touch with myself and I got to know other women who are going through similar experiences. It helped me to "break free" and keep things in perspective.
- The exercise on support systems. It was most helpful to me because I saw on paper that I don't really have any form of a support system in y life and this has become my primary goal.
- Getting more in touch with myself. Confirmation of ideas, sharing with others.
- Information from Kathryn McMorrow on balance; opportunities for guided sharing.
- Sharing with other women both informally and formally.
- Kathryn and her flexibility - giving us choices, checking in, getting us to join or not by choice.
- The togetherness with the women - opportunity to dialogue.
- There was a great balance between being provided with information and having time to reflect on your own. The pace as excellent. The leadership was great. The stimulation (emotional and intellectual) was very satisfying.
- Kathryn was very open, flexible and informative. She encouraged us to share, think and reflect at our own pace and level of intensity. The handouts were also

interesting and helpful.

- Setting, freedom to have spare time to walk, read. Concrete suggestions for stress reduction, questions to ask yourself. Informality of eating arrangements (i.e., buffet, able to eat outside).
- The ambience and space to reflect, consider, feel and move ahead is what I found most helpful - both those qualities coming from the group leader, Kathryn, and from all the group members.
- The location was very conducive to reflection, to refocusing yourself. The permission to pick and choose what was most helpful. The respite from daily chores,ie, meals, etc.
- Tai Chi and others.
- The setting lent itself to very valuable self-reflection.
- Permission to participate or not at my choosing without negativity; the setting; the comaderie.

3. **What suggestions do you have to improve this workshop?**

- More interchanging of people in groups to acquaint and learn new ideas.
- Perhaps one or two more mental exercises, that is, planned exercises. I like the free time but also work better intellectually (on such weekends) within a skeleton of prescribed activities.
- A week of this would be wonderful. More of the same.
- I really liked it, as is!!!
- I think it was fine as it was. It is difficult to meet everyone's perspective.
- I think this workshop could be improved if less people sleep in one room. The empty room from the upstairs landing might be an excellent place for some people to sleep.
- My enjoyment of this workshop went beyond my expectations so for the moment, I don't have any recommendations.
- A few more group activities at the beginning of the workshop in order to help "break the ice" more quickly since the weekend is so short (games, exchange activities).
- Initial ice breaking techniques.
- Improving house? Bedroom, bathroom accommodations were quite sparse.
- Some more follow up on each phase of the "work" as get together after dyad. A bit more group sharing of the "work."
- When during sessions to have people form groups of four, as opposed to pairs, would have enjoyed that more and would have met more people. A chance for large group discussions as opposed to lecture only in large group.
- The spiritual/body connection was lovely - more time, more emphasis on movement, stretching, centering.
- I would like to see less lecture format and more large group work. I felt a lot more insight could have been gathered from group discussion **as a whole.** There was a lot of energy and struggle which could have really manifested itself in real growth for many if the group could have been allowed (and aloud) to ferment this way.

- I would like to have had more detail about the actual workshop, physical set up. I received no information about it, no directions, list of suggested items to bring and so some of my energy was used up dealing with something that could have been less unknown and it took time to settle in and begin to take advantage of the other possibilities in front of me. My understanding was that it was your responsibility to provide these things. Also, some longer-lasting, (more than one exercise), larger group (i.e., 4) arrangement would have been a change of pace.
- More large group sharing as well as the one-to-one.
- Cater to personalities other than type A Behaviour.

4. What other topics or types of workshops would you like to see sponsored

- Physical fitness.
- Getting in touch with your creativity.
- How to break away from "superwoman" syndrome.
- Getting more in touch with the spiritual side of my being.
- Anger - self-esteem weekend.
- Procrastination
- Women's groups on any topics - anger, communication, saying 'no', effective parenting, etc.
- Anything to do with wellness issues. Also, issues of parenting are of interest to me.
- Caring for the caregiver, Art therapy workshops.
- Dealing with anger, assertiveness training.
- Tai Chi
- Workshops on risking, on creative thinking, on changing women's status, on imagination and creating a matriarchy.
- A workshop on creativity through various art media for people who have not used them before (paint and paste for adults; art for fun, therapy and wholeness).
- Mothers' refreshment/renewal; body awareness

5. How did you hear about the workshops?

- Centre mailing and Gazette.
- Through a colleague at work (Ontario) who enjoyed other workshops with Kathryn.
- Friend and colleague told me about it.
- The Thursday Report
- A colleague
- Through my work colleagues
- Attended other workshops. Attended Women & Anger and Michelle told me about this one.
- Co-worker.
- From flyer at school where I work and the Gazette.
- Through colleague.
- Micki Vosko
- Via your brochure
- Through a colleague at work

- Micki Vosko
- Through a friend who had heard Kathryn speak at her health unit.
- Colleagues
- Through friends
- Flyer
- Through a friend
- Through friends

6. Other comments

- An enjoyable weekend. Thank you.
- Seating uncomfortable, food wonderful.
- Overall I really enjoyed it. It was a growth experience.
- Was great! Met wonderful women.
- Splendid setting, food and group of women. Most nurturing. Generate a list of participants, names an phone numbers, etc.
- I especially appreciated how flexible the participation and each workshop activity was, i.e., OK if you do, OK if you don't.
- Keep up the good work.
- The great food is such a wonderful plus - the nourishment everywhere. Keep it up!
- Kathryn is very knowledgeable but I'm wondering if some of her expertise could focus on linking and networking us in large group to glean the best of what we can bring here.
- Thank you Kathryn and Michelle
- Kathryn McMorrow is a warm and skilled facilitator. She has a fund of eclectic knowledge which is invaluable. She shares it with clarity.
- Please inform participants about border regulations. I did not realize "road closed" meant "border under radar patrol. You will be arrested."

Lacolle Centre for Educational Innovation

JOURNAL WRITING WORKSHOP
Vivianne Silver
May 15, 1993.

Evaluation Summary

(12 Respondents)

1. Overall, how would you rate this workshop?

(9) (2)
|_____|_____|_____|_____|
Excellent Poor

2. What did you find most helpful about this workshop?

- The stimulation of the motivational passages leading to the exploration of my own inner wisdom.
- Good personal insight - the beginning of a new way of living.
- All of it - presentation, setting, participants.
- The exercises.
- Working out some personal problems and coming to terms through journal writing.
- I was able to get the incentive for writing in my journal, not feel self-conscious about myself, respect myself for my need for privacy.
- Sharing our emotions and feelings, not only the class but teacher as well.
- The private writings followed by the sharing.
- The way people express their experiences and the input of the lecturer. Everything about it was wonderful. I have learned so much.
- Everything spoken about during the course.
- I fond the sharing of knowledge and ideas very helpful.
- Being introduced to the different types of logs laid out by Progoff and having time to practice writing in own style.

3. What suggestions do you have to improve this workshop?

- I like breaks to stretch (my body needs the blood circulation).
- Air conditioning in room setting.
- Maybe more exchanges.
- None, it's excellent.
- Perhaps have a stretching period or 1/2 hr. outside because sitting for so long is tiring and I lose some concentration.
- Make it longer - a series maybe.

- A lot to ingest in one day. Is it possible to do workshop over two days in order to facilitate the practical learnings in journal writing?
- None, it's very good.
- I thought it responded to my needs.
- I would have liked more personal experiences of people being shared. I found that maybe we were too squeezed for time (around the end).
- A little too much material was produced in one day. Perhaps two separate sessions would be better, which would allow more time for writing. It was frustrating to be cut off prematurely at times.

4. What other topics or types of workshops would you like to see sponsored?

- Interactive workshops that make me a stronger person, ie. self esteem. Interactive workshops to help us get in touch with our own goals - short and long term.
- Using humour to manage stressful situations.
- Follow-up journal writing workshop II. Dreams workshop.
- Dreams, how to know better ourself.
- Stress reduction and relaxation.
- Personal growth, actualization, dreams, stress release
- Self-actualization
- To improve self-esteem
- Various stages in your life, how to deal with them and move on. Any self-awareness topic.
- Self-esteem, fear of intimacy

5. How did you hear about the workshop?

- From a friend - 2
- Lacolle pamphlet - 7
- YMCA Women's Centre
- Took Lacolle Centre workshop before
- Family. My mother has already taken classes here.

6. Other comments:

- I have taken excellent workshops this year which have helped me immensely. Keep up the good work!
- Thanks
- This could be the beginning of a long relationship between me and my journal. It helped me a lot today and hope it will in the future.
- The environment (other women and Vivianne as leader) created a safe place for me to get in touch with myself and to be real about me. I plan to commit to 3 months of writing.
- Very interesting.
- Please keep us in touch with any new workshops you're working on. I loved the teacher...if only the day were longer. Thanks.